CHILDHOOD EDUCATION

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CHILDHOOD EDUCATION

Journal of the

INTERNATIONAL KINDERGARTEN UNION

FOR THE ADVANCEMENT OF

NURSERY-KINDERGARTEN-PRIMARY EDUCATION

CHILDHOOD EDUCATION, official organ of the *International Kindergarten Union* and the *National Council of Primary Education*, advances nursery-kindergarten-primary education by presenting:

The vital problems in the field through professional and practical articles

Conditions in foreign countries and in our outlying possessions

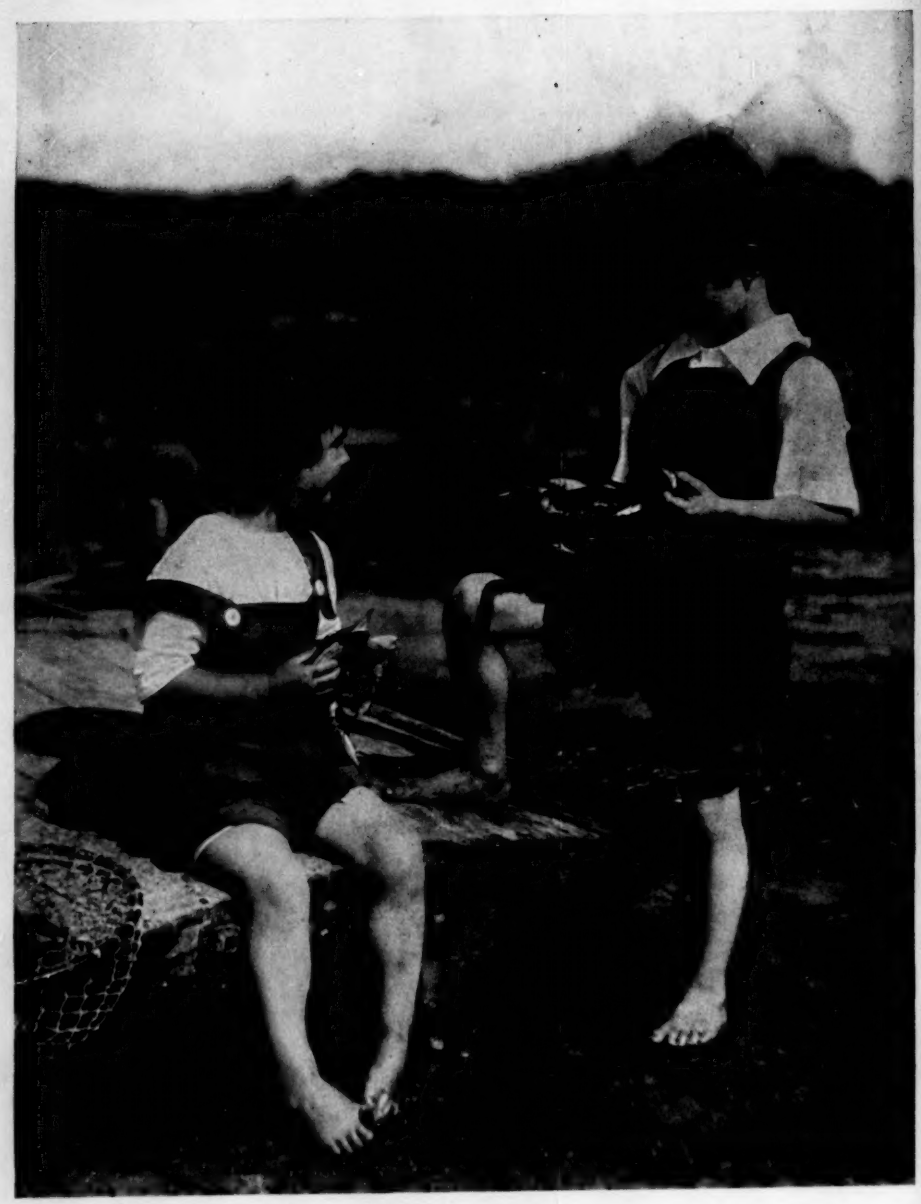
Songs, stories, handwork suggestions, and other "ready-to-use" material

News of persons, schools, and affiliated or related organizations

An index to current periodical literature

Reviews of books for teachers and children

All who are interested in childhood education from its special classroom problems to its national and international aspects are interested in CHILDHOOD EDUCATION, *the Journal of the International Kindergarten Union for the Advancement of Nursery-Kindergarten-Primary Education.*



The scientists reason
On crabs in season

Rocks Ahead in Nature and Science Education

THERE have been many changes in educational methods in elementary schools since nature study and science education first entered these schools. Some of these changes have been recognized and adopted by those responsible for the development of this work. Others have not. Mistakes have been made and will continue to be made but there are many which may be avoided if the experience of the past is of any value.

When nature work first found a place in the elementary schools there was little known about measuring accomplishment and little was done to measure the value of the work. If the children seemed to like the work, if it helped somewhat in matters of discipline, if occasionally it could be seen to help motivate other better established school activities it was considered to be worth while. If on the other hand the teachers rebelled against the extra work required, janitors objected to the clutter, and children abandoned other work to put their time on nature work, it was considered unnecessary or even detrimental to orthodox school procedures. Administrators of the present are not satisfied with these criteria for determining the value of a school activity.

There are individuals obsessed with the "test fever" to the extent that they think tests are basic in determining all matters of policy. There are others with very contrary views. It would seem that neither group is entirely in the right.

There are a host of science tests that have been devised by individuals from coast to coast. Almost without exception these test information only. Many of these are transplanted bodily from use in secondary schools to elementary schools. Most of them are carelessly thrown together and inappropriate. Their value is little but there is great danger that they may be taken seriously.

One of these tests recently given in some midwestern schools uses illustrations of birds as a basis for testing ability to identify birds. The illustrations are of such a calibre that a group of leaders at the National Education Association meeting in Cleveland were unable to agree as to what bird was indicated by at least one of the drawings. Another unit of this set shows a drawing of an amphibian which may be either a frog or a toad and asks questions in which such identification is highly significant. There is little excuse for this sort of work when illustration has become such a fine art generally.

Another series of tests designed to test range of information requires that the examined point out which one group of the following is appropriate in connection with the fly. "A fly is an insect, an animal" and so on. Obviously the fly is both. Still another lists a number of things all of which may be found in glaciers and asks of which one glaciers are composed. Still a third lists the calyx, corolla, petals, stamens and pistils and asks which one of these is colored in flowers. Any amateur botanist should know that any or all of them may be colored.

The warning which the writer wishes to sound here then is that educators generally do not take published results as conclusively valuable simply because they have been secured by the so-called test method. Tests must and will be developed but to be valuable they must be of such a nature that chance is not a big factor in determining the results. Since science is more than a mass of information they must test more than information.

There have been some attempts to rationalize the content of science courses in the elementary and junior high levels. A recently published book is devoted entirely to this problem. The desirability of making such a study cannot be questioned but the results as published cannot be accepted as being reliable.

Studies in children's interests and the science needs of adults and of children and the judgment of specialists in education and in science should unquestionably be considered in attempting to rationalize the content of science courses. Before these are accepted as instruments of measurement however their reliability should be determined not by the mere fact that they have been published but by critical examination of the methods used and the conditions under which the results were secured. The author of the book in question contends that there is not enough time to pass such judgment. The writer contends that unless such judgment is passed the work may be futile. As evidence he submits the fact that the book published gives the study of Mars a weighting or value above anything connected with the human body or for that matter above any but the major topics in the field of biology. The absurdity of such a weighting should be obvious. The results are not secured by the methods of science. Blind acceptance of them on the assumption that they are reliable is dangerous. Such influence as works of this sort may exert is more dangerous than the influence of the "sob sisters" whom no one takes seriously.

Another danger which may prevent science work in the schools from rendering a maximum of service lies in the meagre preparation given teachers for work in this field. Adequate preparation is provided in the arts and in the social sciences but the preparation in physical and biological science is in no way commensurate with the value of this work to the average citizen. The normal schools of one eastern state, for example, have ruled tentatively that forty-five lessons of fifty-five minutes each shall be considered ample for providing the necessary methods and science subject matter for their graduates. Little can be expected of graduates with no more preparation than this, of course. These same graduates are required to have seven times as much preparation in music and art, four to six times as much in the social sciences, six to seven times as much in general education and four to five and a half as much in English. Scarcely anyone will argue that the time spent on science in such a schedule is commensurate with the value of science to the modern citizen. This would be true whether one looked at science as being valuable from the vocational standpoint, the cultural standpoint, or from any other standpoint.

Progress is being made towards improvement in the field of nature and science education. It will continue if such dangers as have been here outlined are so clearly seen that they may be avoided. Unless they are seen, the future cannot be looked to with confidence.

E. LAURENCE PALMER.

How Shall Arithmetic be Taught?

ADA R. POLKINGHORNE
The University of Chicago

IN MY work as a second grade teacher in a school where there are many visitors who appear to be extremely interested in the teaching of arithmetic, I am constantly confronted with the following questions:

1. Where do you think the teaching of numbers should begin?
2. How do you think arithmetic should be taught in the primary school? Should there be formal teaching of numbers, or should primary teachers concern themselves merely with providing experiences with numbers?

Now, there are many things I should like to say in answer to the first question, but I have decided to confine myself in this article to an attempt to answer the second—How shall the arithmetic be taught in the primary school? And in attempting to answer this question, I have decided to analyze two typical second grade problems in construction and to determine, in so far as possible, how much and what kind of number has evolved naturally from these experiences. These are records of actual problems which have grown out of the work in my own second grade since Christmas.

BUILDING A LIBRARY IN OUR ROOM

"I think it would be nice to have a library in our room," said one of the children, as the group were considering what they wished to do with their construction period during the winter quarter. Several suggestions had been made which included a house, a toy store, a vegetable market, a department store, a post office, and a flower shop. These ideas had appealed only to small groups or to individuals, but when the library was suggested there was universal interest. Some one remarked with great enthusiasm, "There, that is the first thing we have listed that sounds like a second grade." At once the decision was made to stop offering further suggestions and to vote upon those which had been made. This vote revealed an overwhelming preference for the library.

Having decided upon the library, the children's attention shifted naturally to the problem of erecting and equipping such a building. And while the children were sitting on the rug that first day, the following problems were listed and solved:

1. Where shall we place the library in our room?
2. How big can we make it?
3. What materials shall we use?

They looked around the room and decided that a spot in the center of the back offered the best possibilities for a large library. A committee, armed with a yard stick investigated this spot and decided that the building could be ten feet wide and six feet eight inches long. Every one thought that the two sets of Walker Builder Boards which we own, could be used for the building and for

the furnishings. The problem listed for solution in the next period was the making of a plan.

Accordingly, at the beginning of the next period every one provided himself with a large sheet of paper and made a plan of some sort. Not every one knew just how to express his ideas, but all worked with evident interest. Rulers were used freely in the making of these plans which were of two distinct types. Some children made what might be called floor plans while others made pictures of the outside of the building as they thought it might look when completed. All of these plans were interesting because they represented the children's past experience with libraries. Every plan was explained to the group by the child who had designed it, and from all of these plans the children selected the best by voting. Three or four plans were chosen in this way to guide us in the making of our working plans. The helpful suggestions from these plans were the following:

1. The building must be rectangular in shape.
2. The front should have a door in the middle and a window on each side of the door.
3. The sides should have no windows so as to provide plenty of space for the shelves.
4. The back should have a fireplace with book shelves on either side of it and windows over the shelves.
5. The furniture should consist of a desk for the librarian, tables and chairs for the readers, and a card file.
6. Other furnishings should be, a clock for the mantel, pictures for the walls, stained glass for the windows, and cards for the file.

It was decided to make five working plans: a floor plan and pictures of the front, the back and the two sides. Each child wanted to have a copy of each plan, so we all worked together. Each child provided himself with a ruler, a pencil, and some sheets of twelve by eighteen inch bogus paper. Then the architects were ready for work.

Some one suggested that the first thing was to make a rectangle to represent the floor of the building. Since this could not be ten feet by six feet-eight, some one thought we might use an inch to represent a foot. But some one else said, "Why couldn't we use an inch for one board?" This seemed wise to the children, "Because," said they, "We will know just how many boards to use in the building." Accordingly, the boards were found to be 10 inches by 30 inches, 10 inches by 20 inches, and 10 inches by 10 inches. Thus, the following problems arose:

1. If our library is to be 10 ft. wide, how many 10 in. boards will be needed for the front and the back? Three problems grew out of the solution of this one:

a. How many inches are in 10 feet? Burt said, "120, because my foot ruler has 12 inches and 10 of them would have 120 inches. I know because I counted by tens 12 times."

b. How many 10-inch boards will be needed to make 120 inches? Bertha said, "12, because Burt said 10 twelves make 120 so 12 tens must make 120."

c. If it takes 12 boards for the front and 12 boards for the back, how many boards will it take for the front and the back? This was easily answered for many of the children knew that 12 and 12 more make 24.

2. If our building is to be 6 feet 8 inches long, how many boards will it take for the sides? This too, brought out other problems:

a. How many inches are in 6 feet 8 inches? The group worked this out together by adding twelves. Several knew that 12 and 12 are 24. Some knew that 24 and 24 are 48. From this they counted up, 48 and 12 are 60. 60 and 12 more are 72. 72 and 8 more 80.

b. How many 10-inch boards will it take to make 80 inches? This was very easy because they counted by tens.

c. If it takes 8 boards for one side, how many will it take for two sides? This also was easy to answer for almost all of the children knew that 8 and 8 are 16.

Thus, as the problems were solved, as the children made suggestions and as we gathered ideas from the four original plans which we kept before us, we worked out, together, the floor plan. I worked out mine on the black board while the children worked at their seats.

As soon as the floor plan had been completed, we worked on the front, rear, and side elevations. While making these, the children decided that the building must be two boards, or 60 inches high instead of 30. Consequently, the amount of material needed was practically doubled. And in the end, there were only four plans instead of five because the children saw that the sides were to be the same.

When the working plans were completed the group was divided into four committees, one to work on the front, one on the back, and one on each side. Here another problem arose:

There are 30 children in our room. We wish to have 4 committees. How many children can be on each committee? This problem was solved by electing four captains, one for each committee. The captains then chose the members of their committees until all but two of the children had been selected. These children were given to the committees working on the front and the back as they had the most to do. Thus, the children saw that 2 sevens and 2 eights make thirty.

The newly formed committees, with their captains, took their plans, counted out their supply of material from the wood pile and built their respective sections of the library, exactly according to their specifications. When the four sections of the building had been completed, and they had been fastened together, the children saw for the first time the shell of their library as they had planned it. The delight of the group was effectively expressed by Burt who said, "I call that pretty good."

Now, with the completion of the shell of the library, it was found that there were not enough boards for the furniture. It became necessary to order wood from the wood shop for the shelves, the fireplace, and the tables. Thus, the following problems arose:

1. The shelves on the sides are to be 7 boards or 70 inches long. There are to be 4 shelves on each side. How much wood will be needed for the shelves? The children counted by twelves again and found that each board would have to be 5 feet 10 inches long. They begged me, however, to order longer boards so that they could measure them and saw them, themselves.

2. The fire place is to be 4 boards or 40 inches wide and 1 board or 30 inches high. The children thought it might take six 30-inch boards and one 40-inch board for the fire place. They decided that if the boards for the shelves were ten feet long, there would be wood enough for the fire place and for the shelves at the sides of the fire place.

In order to be sure we had enough, it was decided to order 14 boards, 10 inches wide and 10 feet long. This was done and when the wood was ready for us, we all went over to the shop and helped to carry it back to our room.

The wood thus transported to our room has been cut into correct lengths for the shelves and the children are now ready to place them in position and to make the fireplace and the other furniture. Within two weeks, the library should be ready for occupancy, with the books all in it.

The second problem which I have decided to include here, and which the children of my group have worked out since Christmas is one which they have named:

The Number Box

Before Christmas, the children had learned the hundred basic addition combinations. They had become fairly accurate in answering these combinations, but they needed to acquire more speed. I asked the children how they would like to make some cards which would help them to gain speed. "There are," I said, "several games you can learn to play which will be good fun and which will at the same time, help you." Of course they were delighted and wished to begin at once, so they provided themselves with some twelve by eighteen inch sheets of heavy construction paper. They decided on three-inch squares as a good size for the cards. Consequently each sheet furnished twenty-four squares.

While the children were making these squares, one of them asked, "How many sheets of squares will we have to make in order to have enough for a hundred combinations?"

"That's easy," answered Virginia, "we will need five sheets."

"How do you know, Virginia?" I asked.

"Well," she said, "4 twenty-fives make a hundred, so 4 twenty-fours make four less than a hundred and we will have to have an extra sheet for those four cards."

The children had good practice in measuring the squares and in cutting on the lines as they made the five sheets. Before long some one said, "We ought to make a box so that we would have something in which to keep our cards." The group decided to follow this suggestion and to make three and a half inch cubes with covers one inch deep for their boxes. This involved the use of five-eighths of an inch as a unit of measure. Since the box itself was three and a half inches, the cover had to be three and five-eighths inches in order to come down over the box. The children were greatly interested in learning this new unit of measure.

When the cards and the boxes were ready, the children wrote the combinations on the cards with their black crayons. On the reverse side of each card the children wrote the answer to the combination. Then they placed the finished cards in their boxes. When they had completed their set of cards they laid them out on the rug in ten rows of ten cards each. In each row the cards had to be in some such order as this:

9	9	9	9	9	9	9	9	9	9	
0	1	2	3	4	5	6	7	8	9	
8	8	8	8	8	8	8	8	8	8	
0	1	2	3	4	5	6	7	8	9	etc.

I helped each child to check his work in this way, and when we were sure each child's work was correct, I helped the entire group to play games such as these:

1. The cards are thoroughly shuffled. Two children play with one box of cards. One child holds up one card at a time exposing to his partner only the side that has the combination on it. The child answers as quickly as he can. If his answer is quick and correct, he may take the card, but if he is incorrect or slow, his partner takes the card. The one who has the most cards at the end of the game is the winner.

2. This game is the same as the first one except that instead of showing the combination, the child exposes the answer to his partner who guesses the combination. If he guesses correctly he may have the card. The child in the group who has succeeded in guessing the largest number of combinations and thus in obtaining the largest number of cards from his partner in the time allowed is the class winner.

3. In this game too, the child shows only the answer to his partner and he says, "I am thinking of two numbers that make 16, (or 17 or 18, whatever the answer is) and one of them is 8, (or 9 or some other of the numbers on the cards).

What is the other? In this way, the child knowing the answer and one of the numbers, supplies the other.

These games are valuable because every one is playing all of the time, and while they are playing, they are having just the kind of drill they need.

It is evident fhat two quite different problems in construction have been chosen for consideration here. And in the types of experience with number which they have provided, both are valuable. It seems worth while to stop and summarize for each problem, the types of experience with numbers it has provided:

For Problem I

a. Space perception:
  1. A rectangular shaped library.
  2. A rectangular shaped board.
  3. A square board.
  4. A square window.
  5. A rectangular shaped door.

b. Practice in measurement:
  1. Feet.
  2. Inches.

c. Practice in counting by ones, by tens and by twelves.

d. Practice on specific combinations: 12 and 12 are 24; 8 and 8 are 16; 2 sevens and 2 eights are 30; 4 and 4 are 8; 5 feet 10 inches and 4 feet 2 inches make ten feet.

For Problem II

a. Space perception:
  1. A rectangular sheet of paper.
  2. A square.

b. Practice in measurement:
  1. Inches.
  2. Half inches.
  3. Five-eighths of an inch.

c. Practice in counting by ones and by tens to one hundred.

d. Practice on the hundred basic addition combinations.

I feel quite sure that my readers will agree that these experiences were both valuable aids in developing the children's concepts of number and also in providing practice in using numbers. I have selected them for presentation here because I feel that they are representative of a well rounded course of study in arithmetic for any grade. They imply a nice balance between formal and informal arithmetic. The first problem, the library, is typical of the kind of number work that grows out of the activities of the construction period. This type of arithmetic should, I believe, have its beginning in the kindergarten and should continue throughout the primary school. The second problem would probably not have developed unless the children had had some formal teaching. And it is my belief that at least by the time children reach the second grade, there must be some formal teaching of numbers. I do not think it is possible to provide adequate training in arithmetic beyond the first grade with a program that is composed only of experiences such as are exemplified by the library. I believe that the kindergarten and the first grade must do their part in the arithmetic program by making the most of every opportunity to develop the fundamental concepts of number according to the plan illustrated in the library. In the free periods, in the game periods, in the construction periods and in almost every period there are opportunities for the use of numbers. These opportunities resourceful kindergarten and first grade teachers must use in helping their children to build a secure foundation for the later work in arithmetic, a foundation of understandings.

Then, when the children reach the second and the third grades, this experiential side must not be neglected. Instead it must be continued and broad-

ened. And in addition there must be, as I have already indicated, some formal teaching which results in mastery. The addition and subtraction combinations are not the only things that must be learned at this level. Our program includes:

1. The concept of number itself.
2. Figures as symbols for expressing number.
3. Combinations of numbers into other numbers.
4. Fractional parts.
5. The concepts of multiplication and division of numbers.
6. The concepts involved in the common measurements.
7. The primary spacial concepts.
8. The number space (addition and subtraction combinations) and the multiplication table.
9. The conventions for expressing United States money.

I should like to have time to tell you how some of this formal teaching is done, but space demands that I stop with this summary:

There must be understanding before there can be any real learning in arithmetic. There must be formal and informal teaching. The formal teaching of abstract number facts must always be properly balanced with concrete experiences.

THE GENEVA CONFERENCE

There are fifty educational organizations in the world whose slogan just at present is "Geneva, 1929," and there are approximately five thousand individual teachers whose thoughts are turned toward Geneva waiting for vacation time to come, when the Third Biennial Conference of the World Federation of Education Associations will be held from July 25 to August 3 in the cosmopolitan Swiss city whose name has become synonymous with international coöperative endeavor.

International Understanding and Goodwill Through Education is to be the theme of the meeting. The general program will deal with the subject from a variety of standpoints and will include many of the most eminent educators in the leading countries of the world. This general subject will be constantly in the minds of the chairmen in preparing the programs for the various sections into which the Conference will be divided.

All indications at the present time point to a splendid attendance from teachers all over the world. Several Asiatic countries, including China and Japan, are preparing to send delegations. India has already appointed a delegation of more than twenty educational leaders. The International Bureau of Education is making special arrangements by which probably every country of continental Europe will be represented. Moreover, it seems certain that the British Isles, Canada, and the United States will send large delegations. The meeting is especially convenient for teachers from the United States who may be spending the summer in Europe. All such teachers should plan to include the Conference in their itinerary. The opportunity of visiting the fine old city of Geneva, of hearing many of the most eminent educators of the world, and especially of forming friendships with teachers of other lands, is one that no teacher can afford to neglect. Those who attend will experience a benefit and an enjoyment not soon to be forgotten.

For further particulars address the International Bureau of Education, Geneva, Switzerland, or Charles H. Williams, Secretary of the World Federation of Education Associations, 101 Jesse Hall, Columbia, Mo.

Normal Schools Compete for European Trip.—On April 5 in 40 states of the Union about 800 future teachers in 101 teacher-training institutions (Normal Schools, Teachers Colleges, and Schools of Education) were taking the National Competitive Examination on the League of Nations held under the auspices of the Educational Department of the League of Nations Association. The first prize for the best paper is a trip to Europe this summer, featuring a visit to Geneva and attendance at the Tenth Assembly of the League of Nations.

Three Objectives in Arithmetic

ETHEL M. GREEN

State Teachers College, Milwaukee, Wisconsin

THE progressive teacher is concerned first of all with the child present. The primary school is regarded as a miniature community where each individual is busily engaged in purposeful worthwhile activity. Each child should be planning, executing, and achieving to the highest degree of efficiency of which he is capable, and he should be constantly acquiring information, appreciations, and skills for which he truly feels a need. And through actual living each individual should be developing habits, ideals, and attitudes which are necessary to good citizenship. We are extremely interested in the requirements of the child's future. But if the curriculum represents a series of experiences which children need and if each child is living on his highest possible plane of achievement every hour, he will move forward to the work of the year above as easily, as naturally, and as competently as he moves from one day's work to another.

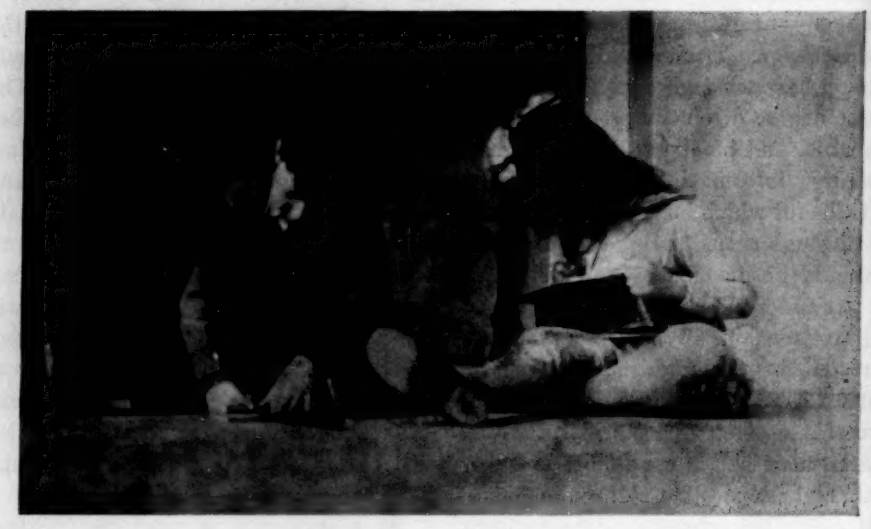
The teacher's part in this type of school is not of minor importance. She should know what experiences her children need, what habits, ideals, and attitudes they should acquire, the types of activity most appropriate for children of this particular age level, and she should be able to carefully analyze activities suggested by the children, and lead them to engage in those which are most suitable for providing them with a rich background of experience. Then she should lead them through their participation in these activities to acquire knowledge, appreciations, and skills which they need, and to develop attitudes and ideals which are desirable.

With the above aim in mind the objectives for teaching second grade arithmetic are threefold. First: The children must have definite number experiences which they need. To illustrate—if they are making boats and need to know how to make certain measurements, they should be led to acquire the knowledge and skill necessary. If they have a store, they will need to learn among many other things how to read and write numbers, how to make change accurately, how to read bills and the proper form for making out bills, and they will need to acquire skill in addition and subtraction.

As a second objective, the children should acquire the knowledge and skills needed so permanently that they will be able to solve similar problems arising in new situations. For example, if they learn to make certain measurements in order to make a boat, they should be able to use the same measurements, if they need to do so, when constructing something new. When they learn to add certain numbers in finding out how much money they have earned from a vegetable sale they should gain skill in the process and knowledge of number combinations which will help them in working out similar problems. This necessitates drill, not the abstract form

which had been used so exclusively in the past, but concrete, purposeful drill for which any well constructed activity program provides ample opportunity. To illustrate, a group of second grade children were trying to find out how much money they had earned from their store. They had earned $13.80 before Christmas, and each child had this statement in his "problem book" which he had made for such purposes. Since then they had had a cookie sale from which they realized $.27. The children saw instantly that they must add $13.80 and $.27 to solve their problem. Some of the group, however, had forgotten how to carry. Here was a need for purposeful drill in carrying, and through this activity the children gained also further training in reading and writing numbers and in rapid recognition of certain combinations. The children should also acquire an efficient method of working which will enable them to attack independently new problems which require quantitative thinking.

As the third objective the children should grow in their appreciation of the satisfaction derived from the use of number experiences and should of their own accord develop skill in the manipulation of numbers. When a child learns to read he gradually assumes the habit of reading stories for pleasure—so, in arithmetic, as the child begins to appreciate the meaning of numbers he will begin to experiment with numbers. For example, I saw a group of second grade children today practising adding numbers where carrying is involved, and they were rapidly becoming more skillful in the process. This type of activity, however, demands alertness on the part of the teacher in order to avoid habits of carelessness and inaccuracy.



PLANNING AND MAKING BIRDHOUSES

The following is an example of definite training given in this skill: Last year the members of a superior group of

second graders were calculating the cost of curtains which they expected to buy for the class library. The amount of material required was 7½ yards, and the cost of the material was 90 cents per yard. This was difficult as the children did not know the table of 9's and their experience with fractions was limited. The student teacher said, "I will do the fraction part for you if you will do the remainder." One child said, "If the material were 9 cents per yard you could find the cost of seven yards by adding 7–9's this way." Another child said, "Now put a zero at the right and you will have the cost of 7 yards at 90 cents per yard." This was done and the children were shown that a decimal point was necessary, making the answer read, $6.30." The teacher then led them into the process of multiplication using problems much simpler but similar. Then she told the children that if they would find the cost of 3 yards, 4 yards, 5 yards, 6 yards, 7 yards at 90 cents per yard using the process of multiplication and bring the results to class next day, she would help them with the fraction difficulty. The following day nearly all the children were ready with the correct answers.

The first requisite toward the realization of the objectives stated is that we construct a curriculum which will necessitate the type of teaching suggested. Following is a suggestive outline showing the main activities in which the children of the second grade of the Milwaukee State Teachers College engaged last year and a brief summary of the results in arithmetic.

MAKING PEEPSHOWS TO SELL IN THE STORE

OUTLINE OF MAIN ACTIVITIES

A Vegetable and Fruit Store. Note: The children had decided they would like to earn money with which to buy a picture and for this purpose to sell the vegetables from their school garden.

1. Constructing a store from boxes.
2. Gathering the vegetables from the garden.
3. Bringing vegetables from home gardens.

4. Arranging the store.
5. Finding out from the store across the street the price at which the vegetables should sell.
6. Preparing a price list.
7. Learning to make change.
8. Selling and buying vegetables.
9. Learning to make out bills.
10. Keeping accounts in record books.

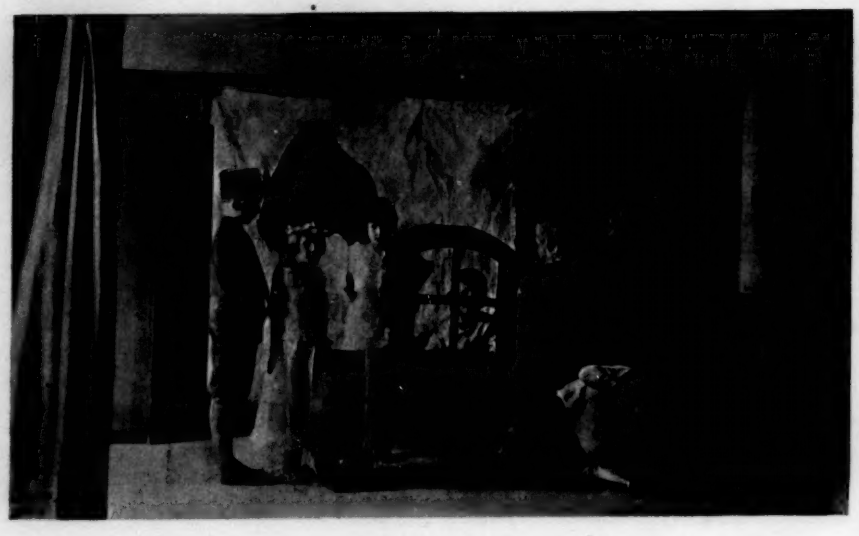
A Christmas Shop. Note: The children decided they would like to continue the store.

1. Constructing the store.
   Planning the size.
   Writing an order for material.
   Measuring and cutting the beaver board and wood.
   Cutting the window.
   Putting sides on store together with hinges.
2. Making articles to sell in the store.
   Some children made boats.
   Some made peep shows.
   Others dressed dolls, made doll furniture, bird houses, and various other things.
3. Buying and selling.
4. Keeping accounts.

Note: The store was opened again at Easter time. The children sold plants which they had raised from bulbs, and later, they sold tomato and astor slips which they raised indoors.

A Boat Program. Note: Ten boys had made boats to sell. The agreement was if each child bought his own boat, he paid only the cost of the material, but if some one else bought it, the price would be 4 cents more.

1. Making boats which involved planning, measuring.
2. Reading and examining pictures of boats.
3. Conferring with an eighth grade boy who was interested in boats.



CINDERELLA WAITING FOR THE COACH

The children planned and made the costumes and the coach. They also made, dyed, and decorated the curtains. Three cents admission was charged for the play.

4. A boat exhibit to which mothers were invited.
   Reading poems and stories.
   Showing pictures.
   Singing boat songs.
   Creating songs.
   Giving talks.
   Trying out the boats to see if they would float.

A Halloween Party:

1. Planning the party.
2. Making favors.
3. Making pumpkin pies for the party.
   Bringing recipes.
   Finding out cost of material.
   Asking student teachers to make the pies.

Note: The preceding year the children asked the seventh grade girls to make pumpkin pies for them and they calculated how many small pies it would take in order that each child in the second grade might have one-fourth of a pie. They also decided to serve one-fourth of a pie to each of the seventh graders and this necessitated further definite number experience.

Giving Plays. Note: The children gave several plays. For one they charged admission, the money to be used toward the purchase of a picture for the room.

1. Critical reading of stories in order to select a good one to play.
2. Discussing what kind of a story is suitable for a play.
3. Planning the play.
4. Painting scenery and making costumes.
5. Choosing characters.
6. Making admission tickets.
7. Counting the money and adding the amount to the fund on hand.

Decorating a Room. Note: The children of a superior group decided to beautify an old recitation room and make a library out of it.

1. Varnishing the floor.
   - Writing a letter requesting the president to have the floor varnished.
   - Finding the area of the floor and the cost of varnish.
   - Finding out how varnish is made.
   - Finding how varnish is sold.
2. Planning rugs for the floor.
   - Visiting a hand woven rug factory.
   - Visiting an oriental rug store.
   - Planning, writing, and giving a Chinese play.
   - Painting scenery for the Chinese play.
   - Planning and making individual looms for rug weaving.
   - Reading about dyeing and reading about Chinese people.
   - Dyeing, cutting, and sewing rags.
   - Measuring and figuring wood and warp needed for looms.
   - Weaving small rugs and combining them into one large rug.
3. Planning the redecoration of chairs and tables.
   - Requesting the school for paint for chairs and tables.
   - Assisting in painting chairs and tables.
4. Planning curtains for the room.
   - Requesting money for curtains.
   - Computing cost of curtains.
5. Club activities. Note—This group organized themselves into a club.
   - Electing officers.
   - Writing club news to be published in eighth grade paper or to be posted on the class bulletin board.
   - Giving program.
     - Preparing stories or poems to read or songs to sing.
     - Creating poetry or writing stories.
   - Raising tomato plants and astor plants to sell.
     - Finding out how to plant tomato and astor seeds.
     - Experience in testing seeds.
     - Studying capillary attraction.
     - Visiting a greenhouse.

Note: There were many other activities related to the activities in the outline which had little bearing on the teaching of arithmetic. There were also other main activities such as gardening, making a movie, etc., which involved arithmetic teaching but which for lack of space are not listed.

RESULTS

As to the results in arithmetic attained in terms of the objectives stated, it is evident that the children had many number experiences in order to perform their various activities and that there were unlimited opportunities for repetition of similar experiences, thus making the results more permanent. So far as their attitude toward arithmetic was concerned I think no one was lacking in this respect.

Summarizing briefly the abilities in arithmetic which the children acquired: They became skillful in reading and writing numbers from two to four figures each. This resulted either from a direct need or from an interest growing out of a direct need. They learned to recognize rapidly most of the combinations which have been designated in courses of study as an important part of the

arithmetic requirements for the second grade. They learned to add and subtract. There was, however, no attempt to clinch "borrowing" except with the superior group. The superior group learned to multiply. All of the children learned the tables of 2's, 3's, 5's, and 10's, and the superior group learned the 9's. All of the children learned many other multiplication facts. All learned to solve simple problems involving any of the fundamental operations. They learned to measure accurately and were able to sense "proportion." They learned to make change accurately, how to make out bills, and how to order lumber. The superior group learned how to find the area of a surface. They all gained in their appreciation of the value of money. They learned the meaning of one-half and one-fourth and one-third. They became skillful in weighing articles which sell by the pound. The superior group accomplished more than has been indicated.

The Stanford Achievement test was given to the class during the eighth month of the second grade and the median of the class was considerably above the norm.

THE ELSINORE CONFERENCE

THE FIFTH INTERNATIONAL CONFERENCE OF THE NEW EDUCATION FELLOWSHIP on *The New Psychology and the Curriculum* is announced for August 8–21, at Elsinore, Denmark.

ELIZABETH ROTTEN of Germany who spoke at the last convention of the I.K.U. will be among the lecturers. Other familiar leaders who will lecture or conduct study groups are: PAUL DENGLER and FRANZ CIZEK of Vienna; WILLIAM BOYD of Glasgow University; OVID DECROLY of Brussels; ADOLPHE FERRIERE of the Jean Jacques Rousseau School, Geneva; HAROLD RUGG of the Lincoln School; and RABINDRANATH TAGORE.

Information concerning reduced rates for party travel may be secured from the Secretary, CLARE LOPER, 11 Tavistock Square, London W. C. 1, England.

WORLD CONFERENCE ON ADULT EDUCATION

Leaders in the field of adult education from many countries will speak at this conference scheduled for August 22–29 in Cambridge, England. The main subjects to be discussed are: *The Principles and Problems of Adult Education, Extensive and Intensive Adult Education, Adult Education and the Industrial Worker, The Relation of Humanistic to Technical Instruction.* Group and sectional meetings on different subjects pertaining to adult education are planned.

For further details write the WORLD ASSOCIATION FOR ADULT EDUCATION, 16 Russell Square, London W. C. 1, England.

The National Kindergarten and Elementary College Plans 1929 Tour.—The College sponsored its first European trip in the summer of 1928. The trip was of great cultural and educational value to the students, members of the faculty and alumnae who were in the party. The tour included travel in seven countries combining features of historic, artistic, and scenic interest with visits of particular value to teachers. Some of the interesting schools visited were the Marlborough Infant School in London, the Frensham Heights School at Surrey, of which Mrs. Beatrice Ensor is principal, and the Rousseau Institute at Geneva.

The trip for 1929 is outlined to include the northern rather than the southern countries in order that the group may attend the Conference of the World Fellowship of Education Associations at Geneva in July and the Meeting of the New Education Fellowship at Elsinore in August. For further details write Edna Dean Baker, president, National Kindergarten and Elementary College, Evanston, Illinois.

School Savings and the School Curriculum

IVA A. MERCER

State Normal School, New Haven, Connecticut

EDUCATION has been variously defined. Formerly it was considered as a preparation for life and the school curriculum was planned accordingly. The emphasis was placed upon the acquirement of certain skills and knowledges. Subject matter was included also for the effect it was supposed to have upon the mind. Catchy problems in arithmetic were credited with providing "agility" in thinking.

Because of changes in the conception of education, changes in the curriculum have been necessary. The curriculum makers are recognizing the fact that the schools are one of many educational agencies. The home, the church, the press, moving pictures, radio, are constantly effecting changes in the pupils with whom the schools are concerned. In order to determine what pupils need for the society of which they are members, the curriculum makers are trying to discover the demands of the social, business, and commercial world. They are finding that certain attitudes and habits are demanded as well as skills and knowledge. The desire to cooperate with fellow workers, to assume rightful responsibility, the habit of conserving health, and that of systematic saving are illustrations. Another task of the curriculum maker is to determine for which of the discovered social, business, and commercial demands the schools should be responsible and which can be met more economically and efficiently by other educational agencies. A third problem is that of determining at what age and intellectual level the desired changes can most effectively be made.

Research in the field of arithmetic has been particularly extensive. "Tests have been made of the arithmetical abilities of employees in various commercial establishments. Problems arising in over 150 different occupations have been analyzed. Newspapers and magazines have been reviewed to discover the mathematics employed in the news, special articles, advertisements, legal notices, market reports, etc. Thousands of bills of sale have been analyzed to determine the arithmetic needed by the clerk and by the customer. Facts in banking that all people in a community should know have been collected."[1]

Far more desirable than a mere knowledge of banking facts is the habit of systematic saving. Formerly, the parents shouldered the responsibility for inculcating this habit. Now it is shared by the savings banks and schools. Articles concerning the spread of the idea of teaching thrift in the schools appear frequently in banking journals. The following account of the effect of a banking program on the achievements in terms of attitudes, habits, skills, and knowledge of a class of first grade children may show how the schools are

[1] Margaret M. Alltucker. *Improving Arithmetic Through Research.* The Journal of the National Education Association, Volume XVI, February, 1927.

trying to live up to the newer aims of education.

In November, 1926, a school savings system was introduced in the Roger Sherman School, New Haven, Connecticut by the New Haven Savings Bank. Briefly, the system was as follows:

1. Pupil deposits from one cent up were made Wednesday mornings upon the arrival of the pupils at school.
2. Deposits were placed in envelopes bearing spaces for recording the names and addresses of pupils and date and amount of deposit.
3. Banking envelopes with deposits were placed in a canvas bag bearing the room number and sent to the office.
4. The canvas bags were collected by a representative from the bank and taken by him to the bank where all the bookkeeping was done.

An announcement concerning the banking system was sent to the parents and several children started accounts the first day. The teacher counted the money and recorded the amount and date in each case. The banking period Wednesday mornings became very popular. All the children gathered around the teacher's desk. Banking was an interesting activity even for those who were not saving. As the money was produced from small pockets or miniature beaded bags, members of the group identified the coins. Occasionally, a child would state that the two dimes he had brought made twenty cents, etc. The next evidence of growth was a desire to record dates and amounts on the envelopes. So many unsuccessful attempts were made to do this that the children became conscious of the need for learning to read the calendar, write the abbreviations for the names of the months, numbers representing days of the month, and sums of money. The writing lessons were based on these needs until the desired abilities were acquired. Upon their own initiative, the children made a bank from a very large, heavy, paper carton. A satisfactory teller's window was evolved by the use of a jig saw. The services of a sixth grade pupil were enlisted. At her dictation, the children wrote on slips of paper amounts such as ten cents, twenty-five cents, and were much pleased if told that the amounts were written correctly when they presented them at the bank. Before the end of the year, practically all the savers were able to record the dates and amounts on their envelopes. A large weekly bulletin similar in form to Table I was posted in the corridor stating the number of savers and the amount saved by each room.

TABLE I

ROOM	SAVERS	AMOUNT
12	15	$2.15
11	20	2.73
10	22	6.59
9	18	6.18
8	18	7.51
7	16	2.74
6	14	4.10
5	18	11.78
4	19	6.69
3	10	2.93
2	17	6.51
1	29	8.89
Kg	27	9.21
Total.....	243	$78.01

Curiosity as to the teacher's interest in the bulletin led the children to discover that an ability to read numbers would reveal the total amount saved each week by the children of different rooms and the identity of the group which saved the most money. From that time on the bulletin board was a center of interest. As the first grade

class led through the year with the exception of a very few weeks, the bulletin was read with a vast amount of satisfaction by the small savers. Following the discovery of the purpose of the bulletin board, the children were curious to know each week how much money Room 1 had brought. Determining this, of course, involved addition. In order to make it as simple as possible,

TABLE II

.06	.50	.43	.56
.71	.48	.23	.42
.43	.65	.43	.52
.56	.23	.44	.27
$1.76	$3.54	$1.33	
.12	.21	.56	

TABLE III

$4.20	$2.65	$3.00
.50	1.02	.25
.05	.17	1.15
.12	3.00	.30
2.05	.21	.01
1.00	1.00	2.12
.30	.12	5.10
$8.22	$8.17	$11.93

a child was invited to read the amounts on two envelopes while another child recorded these amounts on the blackboard. Neither of these activities were new as they had become familiar to the children through the process of placing the weekly records on the envelopes. Care was taken to select two envelopes which would not introduce carrying in addition. Instead of learning that two and five are seven as a result of prolonged flash card drill, the children learned the fact through seeing .02 and. 05 placed on the blackboard in a way which was immediately useful to them. The teacher added the children's totals and found the grand total for them. To give needed practice in the combinations, sheets similar to Table II were supplied.

TABLE IV

ROOM	SAVERS	AMOUNT
12	16	$2.50
11	20	2.13
10	23	4.31
9	18	5.35
8	18	2.23
7	15	4.25
6	14	3.00
5	19	7.26
4	20	3.97
3	8	1.90
2	16	6.25
1	30	9.59
Kg	29	3.17
Total.....	246	$55.91

1. Which room has the largest number of savers?
2. Which room has the smallest number of savers?
3. How many savers has room 7?
4. How many savers have we?
5. How many children are saving in room 11?
6. How much money did we save?
7. Which room saved the most money?
8. Which room saved the smallest amount of money?
9. How many rooms have more than 5 savers?

The children quickly learned the required 21 addition facts and gradually acquired the ability to carry. Many exercises such as Table III were supplied, the children regarding these as imaginary deposits.

In order to determine which room had deposited the largest amount, compari-

sons had to be made. They learned to tell quickly that $6.40 is more than $3.54. "More than," "less than," "as much as," became exceedingly meaningful. They learned to read up and down the columns of figures and across the bulletin without "getting lost."

Along with the acquirement of arithmetical skills the children were learning to read. Informal reading and arithmetic tests based on the weekly bulletin were supplied. A typical one is shown in Table IV.

TABLE V

BANKING

1. Lillian had 2 dimes and a penny for the bank. How much money did she have?
2. Elaine had a quarter. Which child banked the larger amount of money, Elaine or Lillian?
3. Last week Mason banked $1.00. This week he banked $.50. How much did he bank in two weeks?
4. Last week our room banked $8.97. This week $10.16. How much did we bank in two weeks?
5. Room 1 has 34 savers. Room 10 has 21 savers. How many more savers has room 1 than room 10?
6. One week we had 27 savers. The next week 6 more children began to save. Then how many savers did we have?

The questions on the tests were questions the children asked each other or were suggested by them while studying the bulletin. The difficulty of the tests was gradually increased until at the end of the year tests similar to Table V were administered.

A comparison of the minimum achievements for first grade children as outlined in the Connecticut State Course of Studies in Arithmetic and Writing with the actual accomplishment of this first grade class reveals the effect of an impelling, real life situation. Perhaps the most valuable achievements made by the children were some not so easily measured as skills in and knowledge of arithmetic and writing.

The habit of systematic saving was so well established that even during absence because of illness the children remembered banking day and sent their savings for the week.

They learned to wait in line quietly and patiently for their time to 'bank.'

They learned to take their places at the end of the line and not step ahead of other children.

They learned that the cooperation of all the children was necessary if their room was to win.

They learned not to be discouraged by failure to win, but to endeavor to discover the reason for failure and try again.

They learned to enjoy the satisfaction which comes from well-deserved success.

They learned that to be jubilant because of success makes it harder for the losers and is unkind.

Not all the learnings were acquired by the children. The teacher learned that the satisfaction which comes from having had a part in effecting changes in her pupils which will make them more useful members of society greatly overbalances the work involved because of the inclusion of the teaching of thrift in the curriculum.

Sit down before fact as a little child, be prepared to give up any preconceived notion; follow humbly wherein and to what ever abysses nature leads, or you shall learn nothing.—THOMAS HUXLEY.

A Nature Symposium for Spring

The Goldfish at School

The following brief outline covers a part of ten weeks' work in a first grade answering children's questions and guiding class discussions concerning some of the close-at-hand Nature experiences of interest to the class. Bringing into the class room a new aquarium caused these questions to be raised:

How can the fish swim?
What do they eat?
Why do they come to the top?
How do they breathe?

ACTIVITIES

Observing gold fish in the new aquarium.
Observing fish in an outside pool.
Looking at pictures of fish.
Caring for the fish at school.

CONTENT

As a result of these activities this is the work covered:

A. Appearance of the fish.
   1. Color.
      Common colors, yellow, orange, black and red.
   2. Different parts and purpose of each.
      Fins—used as rudders.
      Tail—used as paddle.
      Gills—used to extract oxygen as water passes through them.
      Scales—keep water out of the body.

B. How the fish breathes.
   1. Water flows into the mouth and out the gills.
   2. Sometimes fish comes to surface for air.
      Fish dies when out of water.

C. How fish can float.
   The air bladder fills, contracts, and expands enabling fish to float, rise or lower himself in the water.

D. Food and Care.
   1. Prepared food given regularly once a day.
   2. Adequate supply of fish grass is essential.
   3. Supply fresh water frequently and wash aquarium occasionally.
   4. Strong light hurts the fish, so they should be kept out of strong light.
   5. Block glass aquariums are better for the fish than globes which magnify objects.

E. Correlation with other subjects.
   1. Reading
      a. Chart
         "Our Goldfish"
         We have two fish in an aquarium.
         We named one Tinkle.
         We named one Twinkle.
         We must find out what to put into the bowl to make it a good home for the fish.
      b. Bulletin Board
         (1) Sentences telling who was to feed the fish.
         (2) Sentences telling something about fish.
   2. Phonics
      The initial consonant sound "f."
   3. Writing
      Words and sentences about the fish.
   4. Vocabulary developed from chart stories.

THE OUTDOOR AQUARIUM

UNDER CLOSE OBSERVATION

Such words as: ate, black, brown drank, fish, has, in, long, my, name, pretty, swim, two, water.

5. Sample of reading test used:

The children were given papers on which were ten squares. Each square was numbered and contained words "Yes" and "No." The child crossed out the correct one in answer to the sentence.

(1) Gold fish are good to eat.
(2) The goldfish should be kept in the sun.
(3) The scales keep out the water.
(4) They should be fed once a day.
(5) They eat meat and lettuce.
(6) The water in the fish bowl should be changed once a week.
(7) The fish can not live out of water.
(8) The goldfish uses his gills to paddle.
(9) The fins help the fish to steer.

F. Bibliography (teachers)

1. "Animal Ways and Claims" Carrington, pp. 126–131.
2. "When Mother Lets Us Keep Pets" Johnson.
3. "Every Day Science Projects" Smith, pp. 26–29.

OUTCOMES

Making practical and interesting the study of nature.

Developing the observing inquiring attitude of mind.

Creating a love for some of Mother Nature's work.

GERTRUDE DINCKEL.

On the Beach in Atlantic City

That the very small child can sense community activities and be deeply interested in them was shown in a beach project with a group of kindergarten children. Early in the year we had gone to the beach to become acquainted with the possibilities of the sand, to gather shells, to see the boats, and to learn something of the wonders of the sea. As spring approaches children's interests naturally turn to the outdoors, so with a definite aim in view, a trip to the beach was planned.

On this trip we went to observe the boardwalk with its steps, inclines, lights, and rolling chairs; hotels with their porches and many windows; shops, piers, boats; and the beach with the life-guard station and beach chairs. This aroused a keen desire to reproduce a portion of the beach-front in our kindergarten.

Upon our return, work began in earnest. Each child decided upon the line of work he wanted to do, made his own selection of materials, and worked out his own problems. During the conversation period, this work was criticized by the children. We found a general rearrangement of the hotels and shops necessary, also the need of rails and inclines for the boardwalk. The children talked about the kinds of shops they would like to have. After a lively discussion it was decided to have flower, hat, and dress shops; also rolling chair stands. They again organized themselves into working groups and much time and effort were spent in making articles for the shops. The children were very happy over their results.

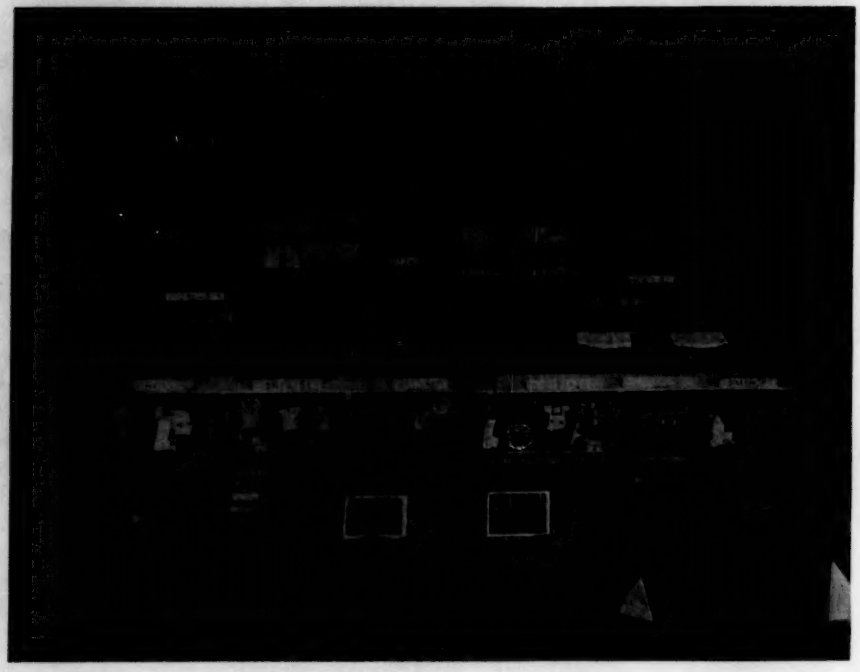
Flowers made of crêpe paper were placed in pots of clay. Hats were made of oak tag and crepe paper, dresses with their various trimmings were cut from engine

colored papers, and rolling chairs were constructed of paper or modeled with clay.

Next came the proper assembling of our buildings, so that the reproduction would be realistic. The boardwalk was built the full length of the rug with stores on one side. Back of them were erected the hotels, complete in every detail, even the awnings and porch chairs. On the walk were rails and lights made of sticks and beads. Some chairs and pushers were made of clay, others made of clay or wood, were placed in the ocean.

Much enthusiasm was shown in the making of posters which were used as a background in the accompanying picture. Some members of the group expressed their ideas in drawings, while others made posters using the blackboard drawings as their model.

This project which extended for a period of almost three weeks represented work from



ALONG THE BOARDWALK

of paper. Signs were printed and placed on the shops and hotels.

To add to the realistic appearance, sand was placed below the boardwalk, and blue paper was used to represent the ocean. Much interest was manifested in the making of people from clay for the beach. Some of the figures were represented as playing with buckets and shovels in the sand while others were reclining under beach parasols. Sail boats, life boats, and ocean steamers, every member of the group. It led to a conscious observation of surroundings and developed greater ability in expression of thought. The cooperation and perseverance exercised by the children in working out their ideas, enlarged their experiences, increased their skill in planning and executing, and gave them joy in seeing the final result.

CLARA W. WHITE,
ELIZABETH C. BURNS.

Getting to Know Nature

In our Gresham district we have the two extremes of society; the Polish foundry, factory, and train men of the Second Street locality, and the elite of Architect Ave. Between them there is a great gulf fixed, and in this gulf, both literally and figuratively, stands Gresham School, (a 4 room portable). We have a little community of our own beyond Columbia Park, bounded on the north by the City Limits and Anoka County, and so have a great opportunity for social adjustment and also rich resources for nature experiences. With a small group of 1B and kindergarten children, we have unusual freedom to carry out a project in line with these opportunities and needs.

We decided it would be most helpful to get out into our own community and try to make some social contact with each family and try to interpret the life around us in terms such little ones, whether of Second Street or Architect Avenue, could understand. A map was made with the home of each child represented, and our excursions traced and findings recorded with real understanding and appreciation.

Such definite outcomes as locations of important community places, proper names and addresses, directions, seasons, weather, names of birds, trees, flowers, and animals have been observed.

1. Our first excursion was in February to Lillian's father's store which they all familiarly speak of as "Adam's." We had no large material for building or for our carpenter work so we hoped to buy some boxes. The hill opposite our school is like a big poster, so we climbed the brown poster hillside toward the blue poster sky, and crossed the toy railroad track. We have two railroad tracks on our immediate horizon, but they are only spur tracks and trains are not frequent enough to be very dangerous or disturbing to our sylvan quiet, —they are picturesque only.

We found our kind storekeeper in, and brought home our box, and the boys were busy for days making and painting sleds, swings, doll chairs and tables. Our obliging janitor made us a fine work bench by cutting down a stout saw horse left by carpenters. Our excursion and wood work made interesting morning news and became the incentive for several reading stories, and gave new enthusiasm and unity to all.

2. Across the boulevard from our school has been a winter camp for horses, with a big tent, hay racks, and the machines for road work,—all of which has been extremely interesting to our boys and girls. So we decided to take a closer look, and spent some time walking around the fence, looking at the horses, and talking about the machinery. But we had other objectives. We had heard much about Walter's little new calf and of Stanley's rabbits so we next came to this home of nine children where we saw and admired their calf. It was very playful and the Boulevard children retreated to the front yard in alarm, but were soon reassured. On the way back an obliging freight train came into view and crossed our street, and Clifton and Dora's grandfather was delightedly pointed out and waved to. As we went across the fields the horned larks flew over and around us. The big boys had told us of them so we tried to see their markings, but not being very familiar with field glasses we did not succeed very well, but were greatly interested, from then on, in the returning birds.

3. Another typical March day we took an excursion to some of the homes on the hill. Lawrence and Doris' mother being away we did not have the opportunity to view the new *bath tub* about which we had heard so much. But I assure you it featured both in Monday bath reports, and in morning health inspection. We are sure that the Zak home is one place where the tub will not be used for a coal or potato bin.

I had some curiosity as to Clifton and Dora and Donald's home which I had heard of,—10 children in a little two room cottage; but we were cordially welcomed, shown their garden, the foundation for an addition,

the chickens, etc. Then we paused on the hill top to find our school in the valley, and the mills and court house in the distance. The small home has one advantage, these little folks live out of doors and have a great love for and knowledge of nature. Then we ran down the big hill in the wind and found it calm and warm at the foot of the southern slope. At Joseph's we saw the onions coming up, and the bee hives near their apple trees.

4. An excursion to the manufacturing district at the city limits was another opportunity for several kinds of observation. Several of the children's fathers work in the feed mill or the foundry and could tell us all of the processes from the parts we were able to see. We saw the box cars on the siding,—grain which was attracting the birds on the ground, and the belts revolving and heard the noise of the grinding, and could smell the ground grain and see the meal dust coming out the shaft. Piles of sacks were waiting. At the foundry we could see the scrap iron going in on the little cars, and the molds and the great furnace pipes. The boys could explain how the piles of wheels and brake shoes and other parts which we saw waiting on the platform to be shipped were made.

They are most interested in the workers of all classes and have made a scrap book of the workers of various trades and occupations. The children dramatized the Hollis Dann song, "My father is a carpenter" and fit into the words any kind of work which they choose, and all kinds of work from painting to aviation is represented at one time or other as an activity game.

From this very interesting trip we came down the poster hill, which is now gay with dandelions, and gathered snails in the little pond at the foot of the slope.

5. I think our ideal excursion was on May Day when we went to pick flowers for the May baskets we had made. About four blocks down the boulevard across from beautiful Columbia Park is the pasque flower field. The day was perfect as you remember and we saw many of the thrifty Polish people out making their gardens. We saw all the early processes of gardening, plowing, harrowing, planting potatoes, and even saw blackbirds and grackles following along in the furrows finding worms. Our special neighbor, the meadow lark, sang over and over again from the tree across the road his glorious "Spring is here!"—a wonderful experience in itself to hear.

We found pasque flowers, fern-like yarrow, and quantities of sweet clover, and after a rest under the cool bridge, we were home in time to divide our flowers with another room, and to decorate our May baskets. In telling our stories for language and reading not a detail escaped, even the odd oblong red bug had made its impression.

Our excursion work is really just beginning with the fair weather, but we have observed many desirable outcomes such as, —increased interest in all school activities, awakened love for nature, improved observation, better English, growing interest in all reading and expressional work, more joy and spontaneity in work, a more vital connection with the homes and interest in Mothers' Club, and enthusiasm for Better Homes and Clean Up Week.

CORDELIA A. HERCHMER.

Our Trees of Ida Grove

The trees of Ida Grove are largely maple, box elder, elm, and ash. Last fall our first grade children became much interested in conversation nature lessons about the trees.

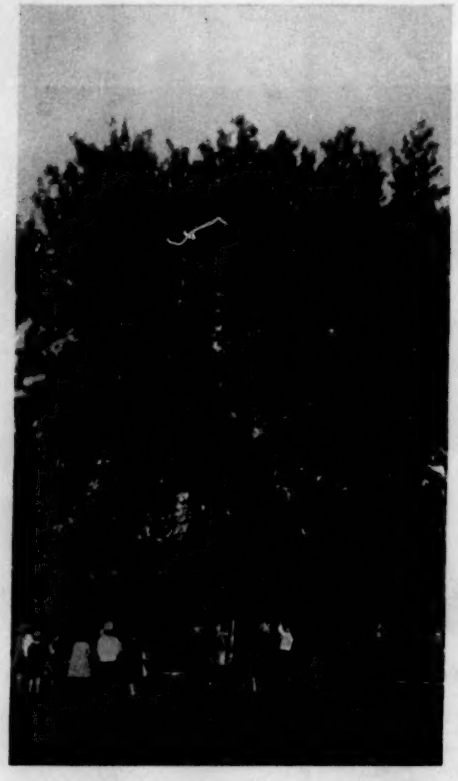
TREES IN THE YARD

They told so many play experiences about trees in their own yards that we decided to make a little tree book. Choosing the leaves of two best-liked trees, we arranged them with a kodak picture of something we liked to play among these trees. After teaching the poem:

Something in our linden tree
Something seems to talk to me,

OUR "HOME YARDS" PROJECT

ENJOYING THE COLORADO BLUE SPRUCE



THE OLD MAPLE AT SCHOOL

Something tells me without words
That I love the trees and birds.
Do the leaves and fairies too
Ever talk that way to you?

A little girl said, "The fairies were talking in our neighbors' linden last night." Now of course everyone wants a linden in his yard, too. One of the boys liked a hackberry whose bark "looks just like rough roads." Another little girl wanted a birch "with white paper bark so the wind could bow down its head." When her father told her a worm might spoil it, she said, "But we will have the brown creepers come."

Then each chose one tree he wanted to plant in his yard. The ones chosen were linden, cut leaved birch, Norway maple, ash, horse chestnut, hackberry, blue spruce, cedar, and pussy willow. We cut and colored an elm with Chippy Squirrel's home, a spruce for the chickadees, and an apple tree under our window for Bobby robin. The last and most interesting picture of all was everybody playing "Squirrel in a Tree" under the maples at school.

A LEAF PARTY IN THE WOODS

October gave a party
The leaves by hundreds came
The chestnuts, oaks, and maples
And leaves of every name.
The sunshine spread a carpet
And everything was grand
Miss Weather led the dancing
Professor Wind the band—
Ooooo—ooo—oo—o—o.

"WINTER DAY—FROSTY DAY"

While we were learning this poem and having so much fun playing in the leaves we planned to go to the woods and have a "leaf party." We were to do four things at the party:

1. Run, jump, roll, and play "Squirrel in a Tree."
2. Sit down very still and listen to the wind in the trees. Then tell the sounds we heard and what they make us think.
3. If October gave a party in our woods, —find out what kinds of leaves could come, what color dresses they would wear.
4. Walk through the woods. Hunt for cocoons, homes of birds and squirrels and maybe a woodchuck.

This proved a valuable field trip as well as a highly appreciative basis for music and picture study.

We developed music appreciation lessons on Briccialdi, "Wind Amongst the Trees;" and Boisdeffre, "At the Brook." Art appreciation lessons on Corot, "Road Through the Woods;" Leroll, "By the River;" and added the oak leaf to our books as the "queen" of the woods.

WINTER SECRETS OF THE TREES

Late in the fall we made trips around town to watch the trees as they were getting ready for winter and to take pictures. We learned many secrets about the sap running down into the roots, why the leaves dropped, and once we saw a little thicker bark on the storm side of a tree. The children could soon tell an ash from an elm by its shape and the difference in the bark.

The streets were covered with little round elm seeds. The ash trees were hanging full of "paddles." We showed how the wind made them fly, while some rolled and rolled. We thought maybe if they were covered safe all winter a baby tree might grow. We added the seeds that dropped in the fall to our books. Several mothers found their children earnestly trying to plant a favorite tree seed in their yard.

The children liked the conversation, games, literature, music, art and story plays so well that we developed a little play "Winter Secrets in the Woods" and gave it for our "School Night."

We have some very pretty spruce and cedars in the court yard adjoining our school grounds. Just before Christmas, when we were telling Christmas tree legends and the Christmas trees were coming in down town, we made a little study of these trees. We were surprised at the childrens' enjoyment. They wanted a "fairy Christmas tree" in their yard and a spruce to keep their chickadees warm. Soon after the holidays a beautiful snow storm turned the court yard into a real fairyland. The children said our song: "Winter day, frosty day, God a cloak on all doth lay" had come true.

USING OUR TREES FOR LUMBER

Paul always had something to tell about taking care of the trees because we needed them for lumber. A few of the children had visited saw-mills, one knew about a lumber camp and all wanted to know more. So we told them the simple story of making lumber. We used pictures, a timber film, and later took them through the Dixon Lumber Yards. Mr. Dixon gave us samples of different kinds of wood. Then we watched the manual training boys making furniture. With the pictures, wood samples, and conversation about their furniture the children were soon familiar with several kinds of wood.

We developed a number of tree and lumber reading lessons that the children liked very much. We used printed cards with answers, pictures and the wood samples. Samples of the silent reading cards follow:

1. Choose a pretty tree for your yard.
2. Find a tree that furniture is made from.
3. Put the oak wood with the oak tree picture.
4. Choose your Christmas tree.
5. Bring the wood of your library table.
6. Which tree does Chippy Squirrel like best for his leaf nest?

7. Find a hard wood. A soft wood.
8. Tell a way our Country is taking care of the lumber trees.
9. Show a way we can help care for our trees.

OUR EXHIBIT FOR AMERICAN CONSERVATION WEEK

Early in the spring at the Commercial club and the Woman's club Mr. Fitsimmons of Iowa State College spoke on "How to Beautify Ida Groove." One of their interests was the possibility of changing the parking trees.

We had planned a little floor play project on "Home yards and gardens." So we thought now was the time to tell everybody about our favorite tree for the parkings, the Norway maple. We told daddy, mother, and friends how pretty Ida Grove would look with Norway maples along our streets. There are a few pretty trees in town. About the first of May they had many visitors looking at their new leaves and red spur buds. Our play street parkings in the floor project were planted with Norway maples. We kept our bulletin board posted with charts and street pictures of these trees. We printed signs as "Norway Maple—The tree for Ida Grove's parkings."

In April we asked the children how they would like to make a tree exhibit down town in the window like the garden exhibit we had in the fall. They were all anxious to help. We told them about the week when schools all over our Country would be talking about taking care of the trees and planting new ones. The April *Nature* magazine came just in time with its cover page "Sign Boards or Scenic Beauty, Which?" The boys and girls brought a twig from almost every desirable tree in town. We made a simple grouping of these according to their time of opening. We noted too, which had blossoms and which leaves first.

Our window exhibit was arranged with a chart, showing the leaf, bark, seeds, and winter bud, in the foreground. Back of the chart was a twig of the same tree in a vase. On one side of the vase we put a sample of the wood and on the other a kodak picture of the tree. In the background were tree books, art pictures, a few of our tree books and drawings, pictures of birds that help the trees, and magazines. Each tree group was labeled and a number of small signs were used with different trees as follows:

Birch—The Brown Creepers will help you save this tree.
Linden—A pretty tree for your yard.
Norway Maple—The tree for Ida Grove's parkings.
Box Elder—Do we need this tree longer?
Maple—We like to play under the maples.
Elm—We love the old class elm at school.

The "Out Door Code" sign was hung in the back above the exhibit. The window was visited by many people during American Forest Week. "Tree talk" was quite common around town. Since the exhibit some horse chestnuts, lindens, and a hackberry have been planted. Perhaps, if a few of the promises we have had come true, we may have some Norway maples, too.

GRACE JONES

Many people believe that universal education is impracticable; that the American ideal—of providing for each person as much education as will benefit him—creates an unendurable burden. In truth, however, universal education is the goose which lays the golden eggs of our national wealth. Our industry is born of it. An uneducated people could neither make nor use the great variety of goods America produces. We have not yet approached overproduction in education.—ARTHUR E. MORGAN.

Literature and Children's Interests

ALICE DALGLIESH

Within the last ten or fifteen years we have come a long way towards a better understanding of what children like in stories. Many of us would smile if we looked through the lists of stories in our training-school notebooks and realized how few of them we are now using.

Our great advance has been the growth of an understanding that stories are *literature* and that it is not necessary to use inferior stories because they connect with some other phase of our work. On the other hand we realize that it is important to have a number of good stories which connect closely with children's interests. This brings us to another change in emphasis—the place of importance that is now being given to realistic stories. For a long time the fanciful story held first place even for use with very little children for the simple reason that stories of this type appeal strongly to adults. It is not many years since *All About Johnny Jones* was a "different" book and needed an introduction to explain its use of real life situations. Only a few years have passed since Mrs. Mitchell's *Here and Now Stories* were a daring innovation. Since then the pendulum has swung steadily over to the use of realistic and semi-realistic stories with little children. Even our primers have discarded the folk tale in favor of stories of child experience. The danger is that in selecting realistic stories we may use those that are trivial or lack literary quality. This is no longer necessary for we are beginning to have some attractive and colorful realistic material for little children.

Among the stories that we are learning to omit from our kindergarten-primary curriculum are elaborate fairy-tales, legends, myths, fables, symbolic stories, and sentimental nature stories. We select our literature from the following sources:

a. Picture books.
b. Simple picture story books.
c. Stories of real experience.
d. The simpler fanciful material such as animal folk tales, fairy poems, and some of the less involved fairy stories.
e. Poems.

Above all we are not afraid to use *books* with the children and the library is an essential part of the story period in kindergarten or the grades. We still meet teachers who insist that in the kindergarten *all* stories must be *told*. This is usually because they are unaware of the delightful picture-story books that are available and which may be used to supplement the stories that are told.

To find the best story material we need to use all the resources at our command and not to be satisfied with one or more printed lists or collections of stories. Most frequently the request comes "Please send me the name of the best collection of stories for kindergarten or first grade." No satisfactory collection exists and if the children are to have a well-rounded literary experience we cannot depend on story collections. Fairy tales are easy to find but to discover good realistic stories, which fit the children's interests yet have literary value, calls for some initiative. In my story-telling course I have found that few teachers use one very desirable source for realistic story material—*their own experiences and those of the children*. Not all of us can make our own stories but most of us can tell, in acceptable fashion, some simple incidents that happened in our childhood. Then, too, children enjoy stories about their own

experiences. They feel the same thrill when their names appear in a story as we grown-ups feel when our names appear in print. A story about children who went to a birthday party or about children who went travelling and whose names are those of children in the kindergarten is sure to be a favorite. Another source for realistic stories is the newspaper or current magazine. Stories of this type are made necessary by the modern child's wide-awake interest in the world around him. No good stories about aircraft? What about the time when the Shenandoah was lost and was finally found by radio? Or the story of General Nobile's dog who accompanied him on his flight to the North Pole? These are newspaper stories with much more vital content than some of our standard kindergarten ones.

Still another source for realistic material is the several fine picture-story books which have recently been published and which were discussed in a previous article.[1] Then there are some excellent basic and supplementary readers with stories of child experience, these may be retold in smoother and more flowing style. It is well for the kindergarten teacher to find out what supplementary readers are used in first grade and to select her stories from those which are not used. First and second grade children can read these real life stories for themselves so, during the story period, more emphasis may be placed on fanciful material.

It is most desirable for a teacher to make a survey of her particular school situation listing the interests which are likely to arise and finding worthwhile stories and poems to fit those situations. Almost all young children like to play tea-party or to have real tea-parties. Here is some of the material which may meet this interest:

The Blue and Gold Teaset. The Toyshop. Maud Lindsay.

Through The Fence. Poppy Seed Cakes. Margery Clark.

The Party. A Day With Betty Anne. Dorothy Baruch.

Jane Makes Cakes in the Sand. Child Story Readers. Lyons and Carrahar.

The Birthday Party. Surprise Stories. Marjorie Hardy.

Afternoon Tea. When Molly Was Six. Eliza Orne White.

Susanna's Party. A Happy School Year. Alice Dalgliesh.

Baby Goes Out to Tea (poem). Sugar and Spice. Mary Tileston.

You see, merry Phillis (poem). Under the Window. Kate Greenaway.

In all these selections there are touches which will delight the heart of a tea-party-loving child.

There's a cake full of plums, there are strawberries too,
And the table is set on the green;
I'm fond of a carpet all daisies and grass
Could a prettier picture be seen?
—KATE GREENAWAY.

A set of new tea-things that really hold tea,
A dear little tea-pot to keep the tea hot,
And tiny white cups with a pretty blue spot,
And a glass sugar-basin. How nice, is it not?
—*From Baby Goes Out to Tea.*

Playing train or riding on a real train is another universal child-interest. At first glance there seems to be little material for this, but here is a sample of what is available:

The Little Tin Train. The F-U-N Book. Mabel La Rue.

The Little Engine that Could. My Bookhouse, vol. I.

An Engine's Story (informational). Helen Read (Social Science Readers).

A Ride. Charlie and his Puppy Bingo. Hill and Maxwell.

The Wonderful Locomotive. (For children six and over.) Cornelia Neigs.

And so we may go on making lists of material about boats, toys, dolls, clothes, and other things that interest children.

Now for the other side of the question—fanciful literary material. So far as the

[1] Childhood Education, September.

kindergarten is concerned we need only the simplest introduction to the world of fancy. Of course we use the old folk tales with their simple plot and repetition. Then among our new picture-story books we find a few about real children who have fanciful adventures; the type of story to which someone has given the apt name "extension of reality." A few of the traditional fairy tales are suitable for use with little children but not many of these for they are long and contain much that is foreign to the experience of a five-year old. Fanciful material should be, as far as possible, within the child's experience and comprehension. We can introduce kindergarten children to fairies most simply and delightfully through Rose Fyleman's child-like fairy poems and Margaret Tarrant's equally child-like and altogether charming fairy pictures. Rose Fyleman's fairies are such intimate, friendly little beings:

As I was walking in the rain
I met a fairy down a lane.
We walked along the road together
I soon forgot about the weather.
—*From The Fairy Flute. Rose Fyleman.*

There is so much fanciful material from which we may make our selection for the primary grades that it is well to be extremely critical and to include only those stories of the finest literary quality. Among our newest fairy-tale books we find a few which measure up to the highest standards as to content and literary form.

The children's literary experience would not be complete without some contact with poetry. Along with our realization that stories should be within the child's experience has come a more critical attitude towards the poems used in school. Many a school curriculum, however, still prescribes the poems to be used each month of the year, with Stevenson poems predominating. Poetry is a thing of mood, poems are best enjoyed when they fit the mood of the moment and have some connection with the child's experience. Why teach Stevenson's "The Swing" to a group of children in a room in which there is not a swing in sight? Under such circumstances the poem has little meaning. On the other hand if a child has brought in a large sea shell there will be a real appreciation of Amy Lowell's

Sea shell, sea shell
Sing me a song, oh, please.
A song of ships and sailormen
Of parrots in tropical trees.

which, by the way, is a poem not found in "juvenile collections."

When a group of children was interested in light-houses, Rachel Field's lighthouse poem (*Taxi's and Toadstools*, Doubleday) was a great favorite, and at the time when the kindergarten circus was in full swing nothing appealed to the children more than Eleanor Farjeon's circus poem—

. . . . And, oh right into the circus ring
Comes such a lovely, lovely thing.
A milk white pony with flying tress.
And a beautiful lady,
A *beautiful* lady
A BEAUTIFUL lady in a pink dress . . . .
—*From Joan's Door, Eleanor Farjeon.*

In order to use poems as the mood or the interest arises the teacher must be very familiar with the material that is available. She cannot memorize all the poems, but she should know where to find them at a moment's notice. Her choice of material should be varied. It should not be limited to the time-honored poems of Stevenson and Rossetti but should include selections from modern poets and from good collections such as *Sugar and Spice*, a new edition of which was published last year. When poetry is mentioned the question of whether or not poems should be memorized always comes up. There is no value in memorizing a poem unless the memorization is spontaneous. It seems more important that children should hear and enjoy *many* poems than that they should memorize a few.

Interest in poetry may be stimulated by a free, spontaneous use of poems and it may be killed by forced memorization. Fortunately since Christopher Robin came into our midst poetry has come into its own, for no child can fail to enjoy Mr. Milne's gay, whimsical verses or to say over and over again,

Christopher Robin goes
Hoppity, hoppity
Hoppity, hoppity hop
Whenever I tell him
Politely to stop it, he
Says he can't possibly stop![2]

[2] When We Were Very Young. Dutton.

SUGAR AND SPICE

A DAY WITH BETTY ANNE

FLOWER FAIRIES IN THE SPRING

THE LOST MERBABY

MICHAEL OF IRELAND

The above illustrations are from books listed in the Bibliography on page 492

The New and Notable

Cleveland Convention of the National Education Association

At the Cleveland meeting of the Department of Superintendence of the N. E. A., two meetings were held under the auspices of a new grouping of organizations. The name of the new group is The National Council of Childhood Education. The organizations participating in this cooperative undertaking were the International Kindergarten Union, the National Council of Primary Education, and the National Committee on Nursery Schools.

At the first meeting Julia L. Hahn, president of the National Council of Primary Education, presided. There was a large attendence, and the audience, including many men, seemed most interested.

The general topic for this meeting was *The Relation of Creative Education to the Science of Education.* The first speaker was George S. Counts, associate director of the International Institute of Teachers College, Columbia University, New York City. He gave a vivid and clarifying picture of the Scientific Movement in Education in three European territories, taking as examples the New or Progressive schools of western Europe, the Fascist system of education in Italy and the Soviet system in Russia. In western Europe the New education is based on a new philosophy of government, of labor etc. It is in the hands of leaders with strong and individualistic personalities. In many cases it is influenced by a form of mystical religion. Under these conditions, there is a real repudiation of scientific measurement as dangerous to the Art of their teaching; a feeling that they are working for goals that cannot be measured. Their educational beliefs are more like a faith to be defended than a product to be measured.

In Fascist Italy, there is a strong feeling against the "False sentimentality and scientific approach of 1890," a quotation from Dr. Spirito. Here again, there is the sense of a faith to be defended, this time a political faith to which all educational procedure is subordinate. In the reorganization of the educational system undertaken by Gentile, there is a definite repudiation of agnosticism, of intellectualism and positivism. Under such a conception, there is little room for a measurement program.

In Soviet Russia, the educational system is, again, subordinate to the political beliefs. There is much enthusiasm for tests and measurements but the actual carrying out of this program depends upon the stability of the economic situation. The program in research is all coordinated under one system and is carried out in three types of institutions, the Scientific Institutes, the Teacher Training Institutes, and the Experiment Stations. There is almost no institutional autonomy in any of these, the work being dictated by the Central Research Bureau. There are six lines of research going on, but all have as their theme the justification of Soviet beliefs, and all their findings are placed at the use of class workers.

In conclusion, Mr. Counts pointed out that nowhere in Europe is there such faith in the Science of Education as in America nor such freedom to pursue real scientific studies.

The second speaker was Frank N. Freeman, professor of educational psychology at the University of Chicago, Illinois, whose topic was The Actual and Potential Relationship in American Education. He started with the contention that creative education has never been defined, only eulogized or criticized. His own definition,

without quoting exactly, brought out his conception of creative education as doing something rather than learning something, learning being incidental and as the spontaneous and self elective motive being the more important. He thinks there is little relation between this creative movement and the scientific movement; that very few persons have studied both. The source of inspiration for the creative movement lies in philosophy. In their desire to produce a certain type of personality, they imply the natural goodness of human nature and the natural unfolding of potentialities. The facts and conceptions of modern psychology defend some phases of the creative movement and deny others. Science proves the value of an objective, that the act of learning should have meaning to the person performing it. The difficulty of the creative point of view is that it does not set up the social meaning or the value of social responsibility.

The value of play is exclusively self active, is relatively irresponsible and does not bring out the individual's duty to the community. Children show an increasing satisfaction with work, the feeling that it is worthy, is dignified and puts them into relation with the adult. If we keep children at the play level, it becomes a form of psycopathic maladjustment, known as Infantilism. We have a growing body of adults with this tendency. There are many hard, disagreeable facts in life. Play and art have a place in education for children, a chief place for younger children. But as the child grows older he should assume definite social responsibilities and play should have a subordinate place.

The third speaker was Dr. Bessie Lee Gambrill, associate professor of elementary education, Yale University, New Haven, Conn. Her topic was The Challenge of Creative Education to Scientific Education. She used as her definition of creative education the Articles of Faith set up by the Progressive Education Association: freedom to develop naturally, interest—the motive of all work, the teacher a guide—not a taskmaster, scientific study of pupil development, greater attention to all that affects the child's physical development, cooperation between school and home, and she used as her evaluation of the movement the book by Rugg and Shumaker, *The Child Centered School*.

She thinks that the goals of the progressive movement allow for too much variety of practice, that there is a lack of design, tendency to become lopsided. Scientific education could help here by setting up more definite goals.

The progressive school also tends to let immediate and local problems crowd out larger affairs and to minimize the function of drill towards the mastery of techniques in the arts as well as in the tool subjects. Scientific measurement would help this situation also.

Creative education has developed a leaven which is spreading slowly into the public school field. The scientific movement has worked mostly in the traditional school, because the tool subjects there were more easily measured. They should work more graciously with the creative spirit and elements that are now appearing. Leaders on both sides have been over self confident.

These are some of the fundamental questions which both need to consider: What constitutes a rich, full life? What relation should exist between the school and social institutions? What relation is there between the child's responses and the environmental stimuli which we set up? What is freedom? Can we have it without a proper amount of skill?

The three papers were then discussed by a brilliant array of educational thinkers: Patty Smith Hill, Columbia University; Alice Temple, University of Chicago; Harold O. Rugg, Columbia University; Edna Dean Baker, National Kindergarten and Elementary College; Mary Dabney Davis, Bureau of Education.

The second session was a luncheon meeting. Caroline W. Barbour, president of the

International Kindergarten Union who presided called attention to the fact of the cooperative movement that this joint meeting represented and told of the further effort at coordinating which was represented by the appointing of a committee from each of the organizations to confer with each other on ways and means for consolidation.

The general topic of this meeting was *The Articulation of Educational Practices in Childhood Education.*

The first speaker was Christine Heinig, director of the Nursery School of The Washington Child Research Center, Washington, D. C.

She presented a very convincing picture of the Nursery School as a Coordination Influence, bringing together the contributions from many agencies actively concerned with the development and growth of young children. It is uniting these contributions into a program which provides for the adequate development of the whole child. The possibility of such a program has been brought about by having small groups of children, usually only eight or nine and by the calling in of specialists in psychology, nutrition, medicine, clothing, and from the teaching profession.

Another strong influence of the nursery school has been its opportunities for adult education in child study. It has enlisted greater responsibility on the part of the home, through lectures, group meetings, conferences, observation, and particularly through participation. There has also been an opportunity for pre-parental classes, accomplishing a fine type of self reflectiveness.

In such a program, the teacher becomes the unifying agent, a big responsibility. She must make a sound beginning in language, in social responsibility, in emotional control, and in intellectual development. She has less to build on but less to break, modify, or overcome in past experience.

The nursery school movement has helped to reorientate the kindergarten and first grade on methods of teaching. It has shifted the emphasis of child caring organizations from the purely physical to the emotional and social importance. It has been a demonstration of beginnings of development for prospective teachers of young children. It has thrown more responsibility on the home. It has broadened the point of view of the specialists and urged upon them the need for cooperation.

Its contribution to the educational program of the schools has been to provide a child with well established hygiene habits, a child ready for the activity program of school, a parent awake to the importance of all phases of education, fundamentally interested in a proper all round development and willing to cooperate.

The second speaker on this program was Mabel E. Simpson, director of elementary grades and kindergartens, Rochester, N. Y. Her topic was The Kindergarten Primary Unit, Coordination through a Unified Curriculum.

Miss Simpson emphasized the need of articulation of educational practices now that modern psychology has proven to us that child growth is not accomplished in small segments like twenty week terms, but is a continuous process. In many places the articulation between the kindergarten and the first grade has been accomplished and the theory has proven a sound one. Other places have scarcely recognized this need. The extent of the articulated group also varies; in some places only these two years of the child's school life have been combined, in other places the whole elementary section has been thought of as one unit. We have come to recognize the fallacies and inconsistences of our present graded system and should scrutinize carefully any attempts to modify this procedure.

In Rochester, for the past ten years, the articulated kindergarten-primary group has included the kindergarten and the first three grades. The training of teachers must cover this field also. If a teacher is assigned to a kindergarten class she must also have experience in the primary grades

before her final election. In this way we endeavor to extend the vision of the teacher through a wider field of experience.

One great need of assistance to teachers attempting to put this coordinating theory into practice, is the need of different courses of study. The older courses ignored this procedure and the great impetus in curriculum revision throughout the country is probably in response to this need. There are four outstanding principles that should govern curriculum revision. These are, 1. The understanding of social relationships, 2. The observance of the laws of health, 3. The appreciation of the fine and practical arts, 4. The mastery of the tools of learning. Classification of subject matter under the so-called subjects headings needs to find a middle course between the most informal types and the highly mechanized types.

We must have new standards of attainment, analyzing accomplishment through experiences to be gained in carrying on worthwhile child activities. We must deal here with the *how well* learned as well as with the *how much*. Qualitative standards are cumulative and reflect provision for consistent growth.

In coordinating within the field of subject matter content, we have no excuse for many parallel lines of thought, but must provide for closely related fields of knowledge. This will involve the calling in not once but many times of those responsible for the programs of art, of music, of health, of natural science, of geography, arithmetic and the like. Neither can one group of teachers provide for this new course of study. All must have a part and the classroom teacher has a very active part. She must challenge every activity carried on by her children, in order to make sure of its value in the attainment of her goals. She comes to regard her classroom as a laboratory where present practices are carefully analyzed, where strength and weaknesses of existing procedures are weighed and where changes in methods are thoughtfully tried out.

One special field of research in Rochester, at the present time, is in the field of time allotments. More than five hundred teachers have set up four different time blocks which will be tested in laboratory fashion and later rechecked by the teachers of special subjects. Thus an attempt at eliminating many of the uncoordinated small units of instruction is in itself a practice in cooperation by the school system. This study has brought out a change in outlook which places primary importance upon the establishment of guiding principles that shall make possible unity of purpose but not uniformity of practice.

The third speaker of the afternoon was James S. Tippett, assistant professor of elementary education, University of Pittsburgh, Pa. His topic was The Elementary School Unit, Coordination of Theory and Practice.

He laid stress on the fact that what education goes on in the school is only a part of the educating influences of a child's life. Home, playmates, club, theatre, church, and street are all affecting him to change behavior. These various influences must be brought into harmony and the emphasis laid on developing wholesome attitudes towards life and the conditions of living.

The individual is the keystone and the individual's physical and mental make-up must be thoroughly understood and provided for. This the classroom type of American education has failed to do. Mass instruction with a course of study prepared in advance and a teacher "Employed to put it over on them" has been the rule. Every child has learned the same facts, the same skills, the same habits and attitudes, not regarding the fact that every individual is different from every other and that each has possibilities for growth which no other person has.

Each individual can make some contribution to the social setting in which he finds himself and the teacher must help him to find that satisfactory channel of expression and see that the contribution is a thorough one. This involves experimenting with

many avenues of expression and for the educator, the careful study of the individual in order to help them fit into the place they can fill most satisfactorily.

In the new school the child feels the pressure of his whole social setting and will often go far afield to study it. He will bring into the classroom all the interesting knowledge and experience that he gains outside and will learn to put his energy into a thoughtful building of an intercommunity self.

Children in the new schools also have an opportunity to contribute to the plans of the school. If they have had no experience in planning, their first attempts will be meagre and they will express their desires with reluctance. But the teacher must be ready to help with any number of desirable suggestions and to assume a larger burden of useful information ready at hand. To those who object that this self planned work is too easy, and not fitting the child for the hard, disagreeable things of life, Mr. Tippett would reply that what we need in real life is people who can make plans and do the necessary things to carry out those plans.

In carrying out self initiated plans, the children come in contact with the race heritage in literature, in art, in history, in science. The teacher will help them to choose those fields of interest which are richest in this heritage and the children will learn their essential information in essential situations and will have a chance to practice this information.

The acquiring of social attitudes should also take place in essential situations, such as assemblies, the school lunch room, Junior Red Cross enterprises and others where the necessity of adjusting to larger groups and making one's own contribution fit in will be a real necessity. In class projects also will the need of social attitudes be felt, but at the same time individual contributions can be preserved.

The need for assuming responsibility and for preserving an open-minded attitude will be better fostered in the new school, where the teacher is not the Oracle, nor the text book the only source studied. This openminded attitude is particularly necessary in the changing world of today. And the habit of investigating and testing beliefs is the only safe attitude to assume towards ultimate good.

There need be no worry about the teaching of skills because it is not possible to carry on these pupil activities without knowledge and skill. Skill planned because it will be ultimately valuable, is likely to fall into the realm of forgotten skill. And the attitude with which the child masters that skill, the responsibility for helping himself, for independence in investigation, for going far enough into the subject to have discovered all its meaning, is the most fundamental and permanent promise of real learning.

The discussion following these papers was carried on by Louis A. Pechstein, University of Cincinnati, Mrs. Garry Myers, Cleveland Ohio, and Helen Heffernan of the State Dept. of Rural Education, California.

SARAH MARBLE.

A Visit to the Community House at Liévin

I recently spent two days at Liévin in the north of France, and I wish I could produce a word picture that would give an adequate idea of what the Community House (Maison de Tous) means to that little mining town of 20,000 inhabitants. Having been almost entirely destroyed in the Great War, the town is being rebuilt in brick; one still sees an occasional wooden shack but the old time picturesqueness is a thing of the past.

The only trees at Liévin are of recent planting, and at this season of rain and mud, it is a pretty barren spot.

Imagine then our lovely Community House, with it's hospitable gateway, it's immaculate passage ways leading to the two wings; it's flower beds in the court

yard—of course very few flowers are blooming at this season, and yet in the flower boxes in the passageway, the marigolds were still bravely holding up their heads.

My first visit was late in the afternoon, on a rainy day. The adult library opens at five o'clock, and we went in and sat down at one of the tables where we found papers and magazines to look over; we watched the men saunter in and settle down to read the papers or ask for a book. Within half an hour about twenty-five men and boys and two girls availed themselves of this quiet, clean, well ventilated gathering place and all seemed to be appreciative. The librarian, a retired teacher, was very much on the job, greeting all in friendly fashion and ministering to their various wants.

My next visit was to the kindergarten in the morning, and what a happy place I found it! Mademoiselle Marie Louise Loeuillet, in her pretty lavendar smock, her bright looks and ways, and her evident devotion to "mes enfants," is the presiding genius. There are forty-five children enrolled and I understand there is a waiting list.

Mlle. Loeuillet's only helper is Mme. Allard, the janitor's wife. She, also, is devoted to the little people, and helps them when they come in the morning, to take off their things, to change their shoes (for they wear felt slippers indoors), sees them to the toilet, and keeps a general oversight of them.

For their first period the children have free work, choosing their own materials. They are a busy and a happy crew, I can assure you; some building houses, some automobiles, some painting or sewing, others keeping house with dolls and dishes.

There are all types of children—from the well cared for and well dressed down to the neglected little member of a very poor family, to whom this spot of warmth and air and love is a bit of heaven, and whose frightened eyes have haunted me ever since they looked into mine! But from whatever kind of a home they come, they find in this lovely room a chance to grow in a sympathetic atmosphere.

Mlle. Loeuillet is a remarkable musician, and the children sing and dance with the utmost joy and abandon. They are original, too, inventing their own games and steps. The second morning I was there was the festival of St. Catherine, which is made much of. The children decided to have a wedding procession, choosing bride and groom, and marching two by two round the room. When it came to the wedding breakfast, the bridegroom lost interest and turned to doing something else. As Miss Lesley remarked: "The wedding is only an incident in his life!"

The picture of that last morning will stay in my memory many a day: When we arrived Mlle. Loeuillet stood with her arms full of the flowers which the children had brought her in recognition of the feast day and around her stood the children reciting in unison a speech Mme. Allard had taught them and which ran something like this—"On this festival day, we, the little children of Liévin have brought you these flowers from our gardens in order to express to you all our love and gratitude." It was a complete surprise to their teacher and she was so moved she could hardly speak.

It would take too long to tell you of the work room or "ouvroir" where about sixteen girls are being taught to do all kinds of fine hand work. They do linen and silk drawn work, fine embroidery on underwear, the tying of shawl fringes by hand, etc. Often with Madame Liétard their teacher, they sing at their work. They sang charmingly for us in four parts.

And there is the children's library, where Mademoiselle Loeuillet goes and tells stories when her session is over, and where the older children come after school and all the afternoon Thursday (the half holiday) and on Sunday, to bury themselves in fairy tales and other books.

Can you for a moment realize what it means to these people to have this little

haven of refuge, this oasis in their desert of drabness? I heard only words of affection and appreciation for Miss Curtis and all those who have worked with her to make this work possible.

Monsieur Allard, the janitor, who lost his left hand in the war, is as proud of the buildings as if he owned them, and when I complimented him on the care he was giving to everything, he straightened up and said: "Mlle. Curtis means to have this the best school in France!"

Already it is getting a reputation as a model, for a few days before my visit a delegation of architects came all the way from Lyons to look at the buildings. The kindergarten is also a model, and I would be willing to show it to any member of the I. K. U. as such; the equipment is, of necessity, meagre but the spirit is there and that is the essential thing. Equipment can always be added.

I came away rejoicing that it had been my privilege, in ever so small a way, to help further this piece of International Friendship.

HELEN M. CRAIG.

The International Bureau of Education at Geneva

In Paris I met Mary A. Butts, friend of education and world peace. In the course of our conversation, Miss Butts said: "Life today, is what H. G. Wells so aptly calls 'a race between education and catastrophe' the world over." This remark in relation to the International Bureau of Education was so illuminating, that it immediately arrested my attention, particularly the words 'the world over.'

The nations of the world, including the United States, are not yet disarming, despite all our hopes and fears.

In a war of aggression, sons must be sacrificed, but why should women not demand that the youth of nations shall not be sacrificed in that "Hell called War," produced by reigning powers and politicians, whose God is not brotherhood and peace but dominion, power, and riches?

As I have studied the aim of the International Bureau of Education, I have found it to be a world movement for peace, peace through the education of children, the greatest and most precious asset of any nation, children educated to carry on the highest ideals of the countries in which they are born.

The Director of the International Bureau of Education is Professor Pierre Bovet of the University of Geneva. Miss Butts, the General Secretary, because of her work among interned prisoners of war in Switzerland, had conferred upon her by the King of the Belgians the decoration of the Silver Palms of the Order of the Crown.

Shortly after the beginning of the war, in 1914, Miss Butts was instrumental in having published for children at Christmas, in that tragic year, a volume of traits of heroism, letters from soldiers, etc. under the title *Heroes*. This book was a tremendous success, in no sense teaching hatred of the enemy

In 1918, Miss Butts accompanied Madame Avril de Sainte Croix, of the French Council of Women and the International Council of Women to the United States and Canada to act as her interpreter on a mission for the French Government.

In 1926, when the International Bureau of Education was opened, Miss Butts was asked to be the General Secretary.

In September, 1926, the International Federation of League of Nations Unions passed a resolution commending the International Bureau of Education and its services.

The International Bureau of Education was inaugurated in April 1926 by the Jean Jacques Rousseau Institute at Geneva, with the moral support of the Swiss League of Nations Association and of many important institutions having their headquarters in Geneva.

The purpose of the Bureau is to develop

international relations in the field of education, it is a clearing house of information, scientific research, and co-ordination.

The Bureau is managed by a Council of 17 members residing in Geneva, belonging to 9 different nationalities.

The International Bureau works in sympathy with the League of Nations, preserving neutrality as regards national, political, religious, and philosophical standpoints. It avoids a tendency to uniformity in education, having a profound regard for the development of the *national* genius of each people.

Its special work through the education of the young, is in behalf of good will, confidence and brotherhood.

It seeks cooperation with all the nations of the world for peace through education.

The Bureau has a most complete program, which needs the help of all people throughout the world, who believe that only by a new spirit will humanity find the peaceful solution of the perplexing problems confronting the world. Education is the great force that can awaken the spirit, the spirit that seeks international peace.

It is not the purpose of this report to describe in detail the technique and working basis of the International Bureau of Education. It is perfectly organized in its details and is functioning.

FANNIEHELLE CURTIS.

Welcome from the Atlanta Kindergarten Alumnae Club

The National Education Association will hold its convention in Atlanta, Georgia, June 28 through July 4.

The Atlanta Kindergarten Alumnae Club, which is made up of graduates from fourteen different training schools and has a membership of seventy-five, wishes to extend to all primary and kindergarten teachers its official hand in welcome. The Club will maintain at convention headquarters, the Auditorium, a desk where all who are interested in the field of childhood education are requested to register upon arrival.

Atlanta, Georgia is particularly anxious to welcome all teachers of little children. It needs their help and inspiration. In spite of the fact that the State was one of the original thirteen colonies, the history of kindergartens is well within the memory of pioneer teachers who are still active. Atlanta has passed through its early stage of private kindergartens, its period of philanthropy and the free kindergarten movement under the leadership of such people as Nellie Peters Black, and its later group of private kindergartens with a revival of day nursery kindergartens. It has now entered into the period of the public school administration under the leadership of Supt. Willis A. Sutton and the supervision of Miss Ethel Massengale. There are, all told, 92 kindergartens with about 5,000 children enrolled.

Teachers in the field of childhood education are particularly invited to this part of Dixie to see the largest giant rock in the rock family, Stone Mountain, the original Briar Patch where Br'er Rabbitt and Br'er Fox and the other "creeters" may still be seen on moonlight nights at the Sign of the Wren's Nest, the home of Joel Chandler Harris. There is still a Mother Goose Village where the kindergarten room of Miss Madge Bigham is built around an old oak tree, where acorns and children and "tales to tell" are mixed with traditions of the past and present.

Emory University with its Department of Childhood Education in its Summer School might tempt delegates to linger with us a little longer. Miss Willett Allen long identified with the I. K. U. and for many years the Principal of the old Atlanta Kindergarten Normal School, is in charge of the Department. Atlanta University, the oldest of the five negro colleges which have made Atlanta the world's center for higher education of the negro, maintains the only training school for colored kindergarten

teachers in the South. Katherine Davidson is Director of Training and the demonstration school on the campus of Atlanta University.

The Atlanta Kindergarten Alumnae Club, Mrs. Guy Coker, president, trusts that you will let her Hospitality Committee help you to arrange for your recreational and leisure hours during the convention. All disciples of play we trust will join us in our old time Georgia barbecue, our water melon cuttings, and we want to see that you get the kind of peaches you like and that you are properly supplied with Atlanta's famous national drink, which comes within the Eighteenth Amendment. Atlanta is looking forward to welcoming you, to knowing you, and is eager to do everything in its power to keep you as long as it may.

Again—please register, upon arriving, at the desk of the Atlanta Kindergarten Alumnae Club which will be at the Auditorium, Convention Headquarters.

MARY DICKINSON.

ATLANTA MEETING OF THE N. E. A.

July 1–2, 1929

A departure from the program usually followed by the kindergarten-primary department in past conventions is to be made at Atlanta this July. Instead of two meetings both addressed by speakers, one will be devoted to discussion groups under the leadership of outstanding workers in the field of kindergarten-primary education. The customary luncheon and second program will be combined for the meeting on the second day. The program will consist of summaries of discussion groups and an inspirational address. It is hoped that through this procedure there will be a large number of people contributing to the program and receiving practical help.

Monday at two o'clock, all interested in kindergarten-primary education will first assemble to have the discussion group plan explained. They will then break into groups and go to special rooms for the discussions. Guided by the general theme of the Convention, "Education for a New World," discussions will center around the following topics:

1. An Activity Curriculum at Work.
2. Classroom Setting for an Activity Curriculum:—Equipment, its selection, construction, and arrangement.
3. Routine Classroom Procedure Which Promote Physical Development and Desirable Habits, Attitudes and Skills; An Analysis of Teaching Techniques.
4. Unity and Continuity of Educational Experience: The Home, Nursery School, Kindergarten and Elementary Grades.

Among those whom we hope will lead the discussions are: Danylu Belser of the Alabama State Department of Education; H. F. Srygley, Supt. of Schools, Raleigh, N. C.; Winifred E. Bain, State Teachers College, East Radford, Va.; Martha I. McAlpine, University of Georgia, Athens, Ga.; Willette Allen, Atlanta, Ga.; Ethel Massengale, Kindergarten-Primary Supervisor, Atlanta, Ga.; Lucy Gage, George Peabody College for Teachers, Nashville, Tenn.; and Grace Mix, Farmville, Va.

During the luncheon, Tuesday July 2nd, news items of the I. K. U., N. C. P. E. and N. N. S. C. will be given. Plans for this luncheon are being made by the National Council of Childhood Education, under the chairmanship of the Atlanta Kindergarten Alumnae Club. Immediately following the luncheon, ten minute summaries of the preceding day's discussions will be given by the chairman of each group. It is expected that a general summary will be compiled for the Journal of the National Education Association. An inspirational address will then be given by an outstanding speaker.

MARY DABNEY DAVIS, *President*

Book Reviews

Editor, ALICE TEMPLE

An appraisal of the new education. The book entitled "The Child-Centered School"[1] is a plea for freedom, for pupil-initiative, and activity. It characterizes schools of earlier times as formal in their methods of teaching and discipline and as dominated by the teacher.

Approximately one quarter of the book is devoted to an historical account of the reforms which have taken place in education since the nineties when Dewey, Hall, Parker, and other leaders inaugurated what the authors regard as a revolution in education. In this part of the book there is also a formulation of the principles of freedom and activity which the authors believe to have issued from the education revolution.

One quarter of the book is given to descriptions of the work of selected progressive schools which have adopted freedom and activity, as their slogans, and to an examination of the criticisms which have been directed against these progressive schools. This part of the book contains a number of passages in which the authors point the way to the elimination of crudities and immaturities in the plans of the progressive schools. For example, the extreme radicalism which has led some reformers to advocate the abandonment of a systematically-planned curriculum is shown to be indefensible. A school which caters to the accidental and temporary interests of pupils is declared to be not the type of school advocated in this book.

The last half of the book describes in some detail the types of instruction which the authors regard as most fully illustrating their point of view. It is the arts which permit the greatest freedom on the part of pupils. The authors grow eloquent in praise of the creative work of pupils in drawing, dancing, composition, dramatics, and self-government.

There are some questions which the book does not answer explicitly. One such question is the following: Is number work of the kind which schools have found it desirable to include in their programs for the sake of preparing pupils to take part in modern social life a matter of pupils' interest and creative activity? So far as the authors supply any answer to this question, they seem to rely on a modified form of the project method which might be called the unit project method. Pupils are to study ships, for example. They are to make ship models, to draw ships, to read about the history of ships, to think about ships, and to calculate their dimensions. While doing this they will come to realize that progress has been made by society. They will discover that society has invented measuring instruments and a system of number which makes thinking precise.

If one accepts this hopeful view about the development of the child's intellectual horizon, it is difficult to see how one can escape the conclusion that the center of civilization is not exactly in the child. The child seems to be led out of himself into a social area where he is somewhat insignificant and transient. He is not likely to create ships or an Arabic numeral system. He is likely to profit by coming to an understanding of ships and of the number system as inventions of the past which society is so eager to preserve that it has organized schools for the very purpose of insuring that the individual shall learn about them.

[1] Harold Rugg and Ann Shumaker. *The Child-Centered School.* Yonkers-on-Hudson, New York and Chicago, Illinois: World Book Company, 1928. Pp. xii + 35–9. $2.40.

One further comment about the book seems permissible. Anyone who is interested in children will certainly be glad to see them enjoy freedom and art. Anyone who reads the chapters in "The Child-Centered School" which describe the achievements of pupils will rejoice that opportunities to cultivate taste are granted to many pupils in this day and generation. Anyone who knows modern society will, however, miss in this book a clear vision of its urgent necessities. Modern life is not predominantly individualistic in spite of the hope of artists. Modern society is not creative except in so far as it first masters the great wealth of social inheritances. That pupil or that teacher who neglects the modes of thinking which society has evolved is quite certain to find that the sphere of his freedom is circumscribed and that his activities are primitive and unproductive. A self-centered and a child-centered school became impossible when modern organized society came into existence.

CHARLES HUBBARD JUDD,
The University of Chicago.

A study of children's habits. This pamphlet[2] is a revision and extension of *A Tentative Inventory of Habits of Children from Two to Four Years of Age* published by Ruth Andrus in 1924. For at least five years Dr. Andrus and her co-workers have given scientific study to the development of this measure of children's activities, habits, and reactions. Advanced students in classes in Kindergarten-First Grade Research and Education at Teachers College, Columbia University, trained by Dr. Andrus to assist in the work, have revised the earlier inventory, basing the revision upon 675 hours of diary recording of 180 children. E. Mae Raymond and Grace Langdon of the faculty have checked results. Ambiguous questions in the earlier form have been clarified and many habits and reactions have been added. The whole has then been evaluated, both on the basis of diary records and of the judgment of a group of specialists, including, beside Dr. Andrus and her Committee, Patty Smith Hill and the staff of Nursery School workers. During the years from 1924 to 1927 the study has been extended to include children from 4 to 5 years of age, the same general methods of procedure having been used.

Standardized tests are, as yet, limited largely to the study of one phase of child development. They measure, for example, his intelligence or his physical performance. Dr. Andrus has, in this inventory, provided us with an instrument for measuring the "*whole child*" between the ages of 2 and 5, —his emotional, mental, motor, and social-moral development. Since these four phases of growth are often uneven in development in a child it is important that we consider each phase in the light of all the others in order that we may know the "whole child" and how he reacts in a given complex situation, as an aid to determining what environment and training should be provided to meet his needs.

Another advantage of this method of measuring is that it is based on diary records which are made when the child is in a normal situation with his mates. It seems probable that the reactions of children in an every day situation will be freer and more characteristic than those recorded in a controlled situation in the presence of the tester only. This record should be of value in supplementing the results of the standardized test and of the teacher's estimate.

The most important function of this inventory seems to be to provide a means for training students of nursery-kindergarten-primary education to observe, record, and interpret children's activities with accuracy. Without such training teachers tend to look upon their children as a group

[2] Ruth Andrus. *An Inventory of the Habits of Children from Two to Five Years of Age.* New York: Bureau of Publications, Teachers College, Columbia University, 1928. Pp. 51.

rather than as individuals with differing needs, or to overlook or misinterpret acts which are significant as an aid to understanding the development and the needs of children.

The inventory may also be used to advantage as a laboratory exercise in child psychology, or in the making of personality studies, and also in a course in curriculum making for nursery school or the kindergarten, when the recording of children's activities might lead to an evaluation of equipment, and of procedure in relation to the needs of the children.

Dr. Andrus does not claim that she has devised a perfect objective method of rating the child's activities. The accuracy of the result depends upon the efficiency of the diary record and the scoring. She feels, however, that in the hands of the trained worker the results are as nearly objective as those of the usual mental test.

Those who are used to the earlier form of the inventory will find this form far more satisfactory since the explanations are far more carefully made and leave no doubt as to the interpretation or procedure. The scoring is more satisfactory and the detailed samples of good diary records and of profiles are helpful. While the detailed questions in the inventory make it impossible for the average nursery or kindergarten teacher to use it in its entirety as a measure of all their children it should be helpful to them in making a more careful study of the reactions of individual children, and should be suggestive of habits which should be formed. Training teachers in nursery-kindergarten-primary education should especially welcome the inventory as a means of guiding their students in more accurate habits of observation and recording of activities and reactions observed, of analyzing a child's personality in the light of these, and also of evaluating the curricula and equipment used in a given situation.

LOUISE M. ALDER,
State Teachers College,
Milwaukee, Wis.

A scaled analysis of specific, observable teaching acts, showing tendencies in present day teaching of young children. The need for an objective measure of teaching with the attendant difficulty of evaluating certain types of "subtle procedure and subtle outcomes" is recognized by all supervisors in the field of nursery school, kindergarten, and first grade education. The basic idea of this analysis of teaching[3] is that each teaching act that is performed in the school is indicative of the educational principles held by the teacher and her skill in applying them. The analysis of teaching presented in this study is made in terms of the children's activities. The observer's attention is focused upon learning situations in the normal, school life of the child. The evaluation of teaching procedure is therefore very objective, but it is also an interpretation of processes that make for growth and personality development.

The analysis of teaching acts included in the scale was based upon the content of a large number of records of class-room practice, supervisory observation by the author and books on teaching. In describing the basis for making the scale, a comprehensive statement of the philosophy of modern elementary education is presented. Each item is scaled on a basis of five points. There is a detailed explanation of each point of the scale to guide the observer in making a rating. In these detailed descriptions of learning situations, there is much valuable material on the theory and practice of teaching in nursery school, kindergarten and first grade.

The experimental use of the scale by many raters in varied school situations has proved that it is a workable instrument for evaluating teaching procedures. Because it rates the teaching process rather than traits of teachers it can be made the basis

[3] Winifred E. Bain. *An Analytical Study of Teaching in Nursery School, Kindergarten, and First Grade.* Teachers College Contributions to Education, No. 332, New York: Teachers College, Columbia University, 1928. Pp. 136.

for impersonal conferences between teacher and supervisor. It should also be valuable in helping teachers to check their own work from time to time. The author's experience during experimentation suggests that the analysis might be used in training prospective supervisors to observe and evaluate teaching.

In the extensive use of the scale in nursery schools, kindergartens, and first grades, its serviceability was not only tested but certain tendencies in present day teaching of young children were noted by the author: "While these may be debatable the evidence at hand points most frequently to the inference that the nursery school procedures show decided strength in care for the physical health and the development of children, and that, in this respect, the kindergarten and first grade are less vigilant. The lowest scores on nursery school teaching are those on items related to creative expression. The average scores of practically all items of the scale are higher for nursery school teachers than for kindergarten teachers. In general, the kindergarten teachers average somewhat higher than the first grade teachers except on the item Social Skills which relates to Reading, Writing, and Number. On this item the scores of the first grade teachers are significantly higher than those of the kindergarten teachers. The kindergarten scores are significantly higher than those in the first grade on the items Habits of Cleanliness in Relation to the Care of the Room, Arrangement of the Room for Creative Work and Play, Creative Use of Materials, and Rest."

JULIA WADE ABBOT,
Director of Kindergartens
Philadelphia

A philosophy of family living. Among the many books written for parents during the past few years this one[4] is rather unique. It is perhaps more a philosophy of family living than anything else, yet it is the kind of philosophy that a person trained in the techniques of engineering management would write.

The author sees family life as an adventure and discusses how it may be made "a satisfactory adventure," a congenial group under adequate leadership with the definite project before them of developing that family into being serviceable to itself and its community.

To me the first chapters are of the most interest, for it is there that the background for successful family living is developed. That both the husband and wife should know each other's assets and weaknesses both in family heritage and individual equipment is upheld as a necessary basis for efficient planning of life together. The author gives very definite suggestions as to the types of character traits that should be frankly discussed in order that the partnership may know what to count on. This is followed by a chapter outlining the planning of the family project, the selection of an aim, the setting up of specific objectives, and the division of work. One wishes that these first three chapters might be incorporated in a book for high school or college students or for engaged couples to use as a guide before the marriage day.

Part II is devoted to suggesting practical ways and means of living with one's children. Such prosaic things as daily routine, efficiency in tasks, teaching and learning in the home, leisure activities, family councils are discussed with so clear an understanding that even the dreamer who is irked by regime may come to respect the efficiency of definite planning. One realizes that the author could not have lived such a full life herself but for the careful planning which was the backbone of her family activities.

The author's own words perhaps best state the fundamental thesis of the book, "First and underlying all the rest, there is a belief in law, the realization that nothing happens by chance in this world, but that

[4] Lillian M. Gilbreth. *Living With Our Children.* New York: W. W. Norton & Co., 1928. Pp. xii + 309.

effects inevitably follow causes. This leads to a belief in the stability of life, that it is worth while to plan and to work, that one may expect results if one makes efforts."

Even though the partners who read Mrs. Gilbeth's book may not wish to build their family life on exactly her philosophy still they cannot help but be convinced that planning is wise, that frankly facing facts and analyzing situations is wholesome, that family life is a group activity into which the leaders must incorporate the contribution of each member. Such fundamental principles are sure to lead to clearer thinking and happier living.

LOIS HAYDEN MEEK,
Educational Secretary, American Association of University Women

BIBLIOGRAPHY OF CHILDREN'S LITERATURE[1]

A FEW SUGGESTIONS FOR LITERATURE TO BE USED IN KINDERGARTEN AND PRIMARY GRADES

New Picture-Story books (not previously listed)

Millions of Cats. Wanda Gag. Coward McCann. One of the best amusing picture-stories that has been published.

The Pony Tree. Charlotte Brate. Stokes. A crudely illustrated but wholesome and fascinating story of the doings of a family of children. A great favorite.

Stories of Real Experience

Wag and Puff. Marjorie Hardy. Wheeler Publishing Co.

Surprise Stories. Marjorie Hardy. Wheeler Publishing Co.

Child Story Readers Primer. Frank Freeman and others. Lyons & Carnahan.

Peggy Stories. Mildred Batchelder. Scribner.

A Happy School Year. Alice Dalgliesh. Rand McNally.

When Molly Was Six. Eliza Orne White. Lothrop Lee & Shepard.

A Day With Betty Anne. Dorothy Baruch. Harper.

The Toy Shop. Maud Lindsay. Lothrop Lee.

Charlie and his Puppy Bingo. Helen Hill and Violet Maxwell. Macmillan.

The Birch and the Star. (Second Grade.) Gudrun Thorne Thomsen. Ginn.

Fanciful material for kindergarten

The Fairy Flute. Rose Fyleman. Doran.

The Fairy Green. Rose Fyleman. Doran.

Flower Fairies of the Spring, Summer, Autumn. Macmillan.

Margaret Tarrants' illustrations will be found in small books of fairy poems "The Pond Fairies," Wood Fairies," etc., published by the Medici Society of America, 109 W. 57th Street, New York City. The society also carries many of the pictures in a larger size (sold separately).

Suggestions for fanciful material for the grades

East of the Sun and West of the Moon. Macmillan. (The pictures in this edition are most attractive.)

The Little Wooden Doll. Margery Bianco. Macmillan.

Rumpty Dudget's Tower. Julian Hawthorne. Duffield.

The Lost Merbaby. Mary and Margaret Baker. Duffield.

The Story of Dr. Dolittle. Hugh Lofting. Stokes.

Peter Pea. N. Grishina. Stokes.

Michael of Ireland. Anne Casserty. Harper.

Poetry

A Child's Garden of Verses. R. L. Stevenson. Macmillan.

Sing Song. Christina Rossetti. Macmillan.

Marigold Garden. Kate Greenaway. Stokes.

When We Were Very Young. A. A. Milne. Dutton.

Sugar and Spice. Mary W. Tileston (ed.). Little Brown.

Silver Pennies. Macmillan.

ALICE DALGLIESH.

[1] See Literature and Children's Interests, page 475.

In the Magazines

Editor, ELLA RUTH BOYCE

In THE NEW ERA for January, the editor, Mrs. Beatrice Ensor, devotes much of her editorial space, to a discussion of the conference planned for the coming summer at Elsinore. *The New Education Fellowship* for which this magazine is the official mouthpiece is extending its sphere of influence and now has sections or groups in nineteen countries. She gives the following reasons for the choice of Denmark for the summer conference—"Northern Europe has never before been selected, but more especially because we feel that Scandinavia has a very great deal to give to the cause of New Education." The conference is to be held at Elsinore, a summer resort on the sea, near Copenhagen. The castle of Shakespeare's Hamlet, Kronberg, has been lent for meetings. It is a rather curious fact that because it has no artificial light, no large group meetings can be held after dark. But it will certainly make an unusual setting and in its old world atmosphere make a sharp contrast to the modern ideas with which the meetings will be imbued. There are to be many opportunities for interchange of ideas and informal social gatherings, as well as groups for serious and intensive study.

The bulk of this number of the magazine is devoted to a presentation of the schools of Denmark. It would seem that they are essentially democratic but also static and academic. Of the state schools, which are free to the poor but in which the parents whose income is above a certain level pay a graduated fee—this is said. "In practically all of them the discipline is of a natural and delightful character. . . . . All children, without distinction of wealth or class, attend the same schools up to the age of secondary education. The examinations are old-fashioned and exacting. . . . . This academic standardization leaves little or no time for creative work." It is thought, however, that there is a beginning of new education in some places, but, it will not be generally adopted "until the authorities have been convinced that New Education is not revolutionary but evolutionary, that freedom is not license but self-discipline, and that the introduction of freedom will not lower individual achievement."

Anent examinations, a paper in this same issue written by Sir Michael Sadler, discussing the English situation gives this interesting quotation—"Thou shalt not covet, but tradition approves all forms of competition."

EDUCATIONAL METHOD in its February issue prints the fifth in the series by Dr. James F. Hosic on *The Organization of the Elementary School.* This deals with two propositions, the first (seventh in the series) is on the matter of classrooms, "which should be designed and equipped for the particular purpose they are to serve." On this point, Dr. Hosic says—"only in the kindergarten has this been even approximately as successful as it might be. The kindergarten from the first was conceived of as a place for play and free moving about, and accordingly came into the school system with a certain type of room and equipment firmly associated with it." For which fact, let us all be duly grateful to the pioneers!

The ELEMENTARY SCHOOL JOURNAL for February prints an article by Agnes Samuelson, State superintendent of public instruction in Iowa on *The Organization of the Iowa Elementary Course of Study* which may be stimulating to other communities which

are in similar need and difficulty. She says, "There are at least three features of this project that deserve mention. The professional cooperation exhibited on every hand by the school forces of the state constitutes a by-product of no small significance. The achievement of the project without budget provisions in the State Department of Public Instruction and the way in which all committees met the time standards are noteworthy." The impression that adequate curriculum study is impossible without large expenditures is so generally accepted that it is stimulating to hear what one state has been able to accomplish without special funds.

Roscoe Pulliam, superintendent of schools in Harrisburg, Illinois describes in this same journal the *Harrisburg Self-Administering Classroom-Activity Test.* This test is based on the belief that "the activities in which the pupil engages in the classroom are the means by which he learns," and is therefore planned to help the teacher discover what are the actual activities going on in her room. It is devised especially for self-testing but it may also be used by a supervisory official to analyze and evaluate. The test is in question form to be answered by yes, no, or doubtful, and the idea is that points answered "no" or "doubtful" shall become of special moment to the teacher. They are given under five different classifications from physical condition to general characteristics. The statement is made that not all are of equal value and perhaps their greatest value is in bringing certain points sharply to attention—as for example "Are there no stale decorations and no cheap ones?" "Do the pupils avoid violent hand-waving?" One rather wonders in reading them over, what, after all is offensive slang, for we have this question asked, "Is the language of the children free from offensive slang?" while yet another question is, "Does the teacher avoid a 'high-brow' attitude?" Perhaps offensive slang is the kind the other person uses.

Dr. W. S. Gray continues in this issue his *Summary of Reading Investigations,* covering the period from July 1, 1927 to June 30, 1928. This is invaluable material in this field.

Continuing health studies, this journal prints an article on *Common Skin Diseases of Children* by Dr. Clark W. Finnerud. Its purpose is to enable a teacher to discover the common disorders as they may occur in her classroom. It is, of course, suggested that when they are discovered they should be referred to a physician.

Educational Administration and Supervision in its February number has an article by Max D. Engelhart of the University of Chicago which "presents a description of each of the standardized tests in the field of education" with an evaluation of the work which has been done. Ten sets are dealt with and a paragraph is devoted to "other work which has been done, or is being done," followed by an evaluation from which we quote—"There is a wide range in quality. Two of the tests seem to stand out for their more careful construction and standardization. In the opinion of the writer, these tests are the Aptitude Tests for Elementary Teachers, Set I and the Stanford Educational Aptitude Tests." "In concluding it might be stated that a beginning has been made in this field. There is room for new and better tests in predicting success in education."

In this issue also is given *Reading Interests Of Teachers* by C. R. Roberts and Robert A. Davis of the University of Colorado. This is a report of a study made to determine the amount and character of reading accomplished by teachers and to analyze some factors which influence their reading. It presents answers to a questionnaire distributed at the 1928 summer session at their University, to which were received 240 answers, representing 26 states and the District of Columbia. The study is reported in detail—we will quote from the

conclusions—"1. Teachers as a group spend a great deal of their non-teaching time in reading. 2. Teachers display a high degree of judgment in choosing the character of the material which they read. 3. Teachers do a great deal of general reading. 4. Teachers read first for recreation, and second as a direct aid to teaching."

William Clark Trow of the University of Michigan and Florence McLouth of Western Teachers College, Kalamazoo writing on *An Improvement Card for Student-Teachers* present in Part II "the score card as a training device." The card itself is printed in detail with suggestions as to its use, with this comment. "Herein lies the chief value of the card. Its form permits the supervisor or critic teacher as well as the student-teacher to note opposite the appropriate item the nature of the actual things said and done which were wise or unsatisfactory."

In TEACHERS COLLEGE RECORD for February, Harold Rugg writes on the *American Experimental School*. After a brief historical statement he thus sums up the present situation, "These, then are the forces and attitudes which confront one another on the current American educational scene. On the extreme right, the intrenched college and school administrators and their allies sponsor the disciplinary concept of education, accepting the traditional academic organization of subject matter and conceiving learning solely as acquiring race experience. On the extreme left, the educational revolutionaries advocate a freer type of education presenting the self-cultivation of the whole child as the supreme goal, and insisting upon activity and child initiative. Between the two are the students of the scientific study of education, masters of technique, immersed in a vast fact-finding movement, and finding it difficult to wrench themselves free from the traditional 'subject matter' point of view."

Dr. Rugg gives under five headings the distinct characteristics which the experimental schools are showing and sums up in one word what he considers their chief deficiency—"lack of scholarship." He discusses fully the problems and needs of the new schools in America with some inspiring suggestions. His final word is "I believe that the future of the experimental school rests upon the capacity of the experimental mind in America to comprehend the conflicting goals, hypotheses, points of view, and techniques, and to reconcile them in a comprehensive, experimental theory. As Victor Branford phrased it, it is 'the reconciliation of science and sanctity' that we need; it is 'the marriage of knowledge and reverence,' it is the integration of the points of view and the techniques of science and of art."

WHO'S WHO IN CHILDHOOD EDUCATION

E. Laurence Palmer is Professor of Rural Education, Cornell University and Director of Nature Education, American Nature Association. His published works include The Fieldbook of Nature Study, The Nature Almanac (with A. N. Pack), The Cornell Rural School Leaflet in January 1920.

Ada R. Polkinghorne second grade teacher in the Laboratory Schools of the University of Chicago, is known as a leader in progressive primary school methods. Particularly notable has been her work in arithmetic.

Ethel M. Green is also a second grade teacher. Louise M. Alder, Director of Kindergarten-Primary Education, Milwaukee State Teachers College says," Miss Green does a very progressive and vital type of arithmetic teaching in her second grade."

Iva A. Mercer is a demonstration first grade teacher in the State Normal School, New Haven, Conn.

Gertrude Dinckel teaches first grade in Terre Haute, Indiana. **Clara W. White** and **Elizabeth C. Burns** represent the kindergarten of the Pennsylvania Avenue School of Atlantic City, N. J. **Cordelia A. Herchmer** is a kindergarten teacher in Minneapolis, Minnesota. **Grace Jones** teaches first grade in Battle Creek, Ida County, Iowa.

Visit the Grand Rapids Schools!

Would you be interested in visiting some of Grand Rapids' modern, well equipped school rooms without the expense and time involved in taking a trip to that city?

The Grand Rapids Kindergarten Primary Club is offering you an opportunity for making such a visit by means of an educational film taken in the public schools of its city. Children of the kindergarten, first and second grades are shown busy at their work and play, carrying on the various activities centered in these grades. Wood working, clay modelling, block building and rhythm work are to be seen in the kindergarten rooms while added interest is to be found in taking a walk with the children and watching them rake leaves, feed the fish and play with pets. Rhythmical writing and modern methods of teaching reading are to be seen in the first and second grade rooms being taught by efficient, well trained teachers.

As the Nursery School movement is still in its infancy not many schools are available to visitors. Through this moving picture you may watch the tiny children preparing for serving and eating their daily lunch, then following with a romp on the slide and teeter.

An interesting project depicting Indian life is shown as worked out in the second grade. All stages from the initiation to the completion including the making of costumes, pottery and scenery necessary for the dramatization of Indian life are depicted.

These brief descriptions cover only a part of the live interesting film that is being offered for rental to those interested in child guidance. Study groups, mother's clubs, and any organizations who are in touch with educational work should find this movie an inspiration. For further information relative to this film write, Harriet K. Ayer, Oakdale School, Grand Rapids, Michigan.

Institute of Progressive Education

A three weeks' Institute in the principles and practices of progressive education will be conducted by the Progressive Education Association at Pennsylvania State College, July 1–19. It is open to teachers, principals, superintendents, and others interested in the newer attitude toward childhood and in better schools. The courses carry college credit. Topics for the sessions are: The Principles of Progressive Education; The Progressive School in Practice; Development Through Expression. The instructors and lecturers are: W. Carson Ryan, Jr., Swarthmore College; Morton Snyder, Rye, New York, Country Day School; Stanwood Cobb, Chevy Chase Country Day School, Washington, D. C.; Rachel Erwin, Winbrook School, White Plains, New York; Otis W. Caldwell, Teachers College, New York; Robert D. Leigh, Bennington, Vt., College for Women; and Hughes Mearns, New York University. The Progressive Education Association has its headquarters at 10 Jackson Place, Washington, D. C.